THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

ACCOMMODATION REPORT

1982

PREPARED BY: DIRECTOR'S ACCOMMODATION COMMITTEE

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SECONDARY SCHOOLS

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Education Centre
100 Main Street West
Hamilton, Ontario L8N 3L1
January, 1983

To the Chairman and Members,
Education Management Committee

Ladies and Gentlemen:

Re: Quality Education and Declining Enrolment

Enclosed please find a report which addresses the question of quality education and declining enrolment in the secondary schools of Hamilton. This report was compiled by a representative committee of staff and details the issues related to program maintenance in the face of declining enrolment. The report addresses the following issues:

a) space utilization
b) staffing
c) program maintenance
d) cost and cost constraints

It should be borne in mind that this report was prepared and submitted to the Director of Education prior to the release of the Ministry response to SERP (Renewal of Secondary Education in Ontario). In view of the pronouncements from the Minister of Education, some of the seven models of organization and appendices that are contained in the report are inappropriate, i.e. models five and six.

In reviewing the Ministry initiatives for secondary education, and the options available to the Board, it is obvious that many forms of consolidation are possible. These include:

a) no action until 1988 when the Grade 13 schools will, of necessity, be closed
b) close one Grade 13 school
c) close two Grade 13 schools (in one year or phased over two or more years)
d) close one Grade 13 school and one composite school
e) close two Grade 13 schools and one composite school
f) close two Grade 13 schools and two composite schools
g) close two composite schools (Grade 13 schools will close in 1988 in addition to this)
h) convert one composite school to academic only and house vocational students within the balance of the building
etc.

.../2

In reviewing the options that are available, it is suggested that the following models contained in the attached report are most appropriate for consideration by Trustees.

Model One - Status quo - This model can be maintained until 1987-88 when it will become necessary for all schools to offer the Ontario Academic Courses. To continue to attempt to maintain special schools for the Ontario Academic Courses beyond this would mean that the present composite schools would service only three advanced level grades. The enrolment, scope and quality of technical, business and arts programs would suffer.

Note: If, because of declining enrolment, one composite school is closed in the 1985-86 period, it would be possible to house both Grade 13 schools in this building and thus remove two schools from inventory.

Model Two - Distribute Grade 13 students to 11 composite schools. This is a viable alternative and one that could be considered for implementation effective:
a) September, 1984, or
b) Mountain 1984 and Lower City 1985

Model Three - Move Grade 13 students in with students of four selected composite schools. This would be an interim form of organization. The Grade 13 program will, by necessity, be phased out as of June 1988.

Considerations -

The preceding three options appear to be reasonable and warrant the consideration of the Trustees. The administration, however, supports Model Two and suggests that the Grade 13 schools be closed effective September 1984.

Model Four (closure of additional composite schools) would appear to be premature at this point but enrolment statistics for the Upper City indicate that further study should be undertaken in 1983. It is therefore suggested that a committee, made up of Trustees, Superintendents and Principals, review the needs of the Upper City and the consolidation alternatives that are available and appropriate.

It should be noted that further study related to Model Seven (reallocate surplus space to accommodate specialized and innovative programs) should be carried out. With the necessity to place Ontario Academic Courses in each school and the intention of the Ministry that a more diversified credit offering should be available at this level, the necessity for specialized and other alternative programming becomes critical. Additionally, needs of the gifted, adult learners, specialized arts programs, etc. warrant further in-depth study.

Recommendation #1

That two Grade 13 Schools, Hamilton Collegiate Institute and Southmount Secondary School be closed in September 1984.

Recommendation #2

That a committee be established immediately to review secondary school accommodation needs for the Upper City and said committee to report to the Board prior to November 1983.

Recommendation #3

That the administration provide recommendations regarding specialized and innovative alternative programming for secondary schools for presentation to the Board prior to November 1983.

Prepared and submitted by: A. J. Krever
Director of Education

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

1982

SUMMARY OF RECOMMENDATIONS

1. (a) THAT THE TWO GRADE 13 SCHOOLS, HAMILTON COLLEGIATE INSTITUTE AND SOUTHMOUNT, BE CLOSED IN SEPTEMBER, 1984 AND THAT THE GRADE 13 STUDENTS REMAIN IN THE COMPOSITE SECONDARY SCHOOLS AS PER MODEL 2 IN THE ACCOMMODATION REPORT.

   (b) THAT A COMMITTEE BE CONSTITUTED IMMEDIATELY TO REVIEW SECONDARY SCHOOL ACCOMMODATION NEEDS FOR THE UPPER CITY AND SAID COMMITTEE TO REPORT TO THE BOARD PRIOR TO NOVEMBER, 1983.

   (c) THAT THE ADMINISTRATION PROVIDE RECOMMENDATIONS REGARDING SPECIALIZED AND INNOVATIVE ALTERNATIVE PROGRAMS FOR SECONDARY SCHOOLS FOR PRESENTATION TO THE BOARD PRIOR TO NOVEMBER, 1983.

2. THAT, COMMENCING SEPTEMBER, 1983, EASTVIEW SCHOOL FOR THE TRAINABLE RETARDED BE CLOSED AND THE FOLLOWING TAKE PLACE:

   (a) TWO SATELLITE CLASSES BE ESTABLISHED, IN THE GEOGRAPHICAL AREA OF THE SCHOOL TO BE CLOSED TO SERVICE ELIGIBLE PUPILS FROM THAT AREA AND SURROUNDING DISTRICT.

   (b) THE REMAINDER OF THE PUPILS BE TRANSFERRED TO FAIRVIEW AND SOUTHVIEW.

SECONDARY SCHOOL STUDY REPORT

SYNOPSIS

The following four pages contain a synopsis of the Secondary School Study Report.

This summary was prepared in order to help identify issues and conserve time. Statements are cross-referenced to the full report for supportive information.

It should be borne in mind that this report was prepared prior to the release of R.O.S.E. (Reorganization of Secondary Education). The issues and the analysis of alternatives are still valid with one exception. The long-range continuation of separate grade 13 or OAC (Ontario Academic Courses) facilities ceases to be a desirable or viable option.

SYNOPSIS OF SECONDARY SCHOOL STUDY REPORT

Introduction

One of the most contentious issues that can be raised in an accommodation report is that of consolidation of composite secondary schools. Most people not only enjoyed their secondary school days, but as adults they continue to put a high value on that part of their lives. In addition, to close a building of 800 - 1000 students appears, to many, a drastic action.

The Secondary School Study Report presents several models that attempt to address the problem of maintaining community schools of a size that permits adequate programming while meeting the expectations for financial accountability. Four members of the Director's Accommodation Committee served on the Study Committee. They had input into the models that emerged and are cognizant of the premises and evolution of each.

Synopsis of Secondary School Study Report

The Director's Secondary School Study Committee, charged with the task of proposing alternative ways of providing effective secondary education in the 1980's, studied many reports and generated its own information and ideas. Five variables are:

- declining enrolment
- cost of education
- surplus space
- effect of change on staff
- effect of change on program (p.3)

After setting forth a profile of the present secondary system (p.5), subcommittees went about the job of investigating, in-depth, different aspects such as community, alternative school organizations, alternative uses of school facilities, staffing concerns and program viability. Composition of these committees is detailed on page two of the report.

Alternative Models of Organization (pp.9 - 40)

The Secondary School Study Committee, having received and studied the reports of the five subcommittees, made the following determination: ..."it is apparent that we cannot continue operating under our present system without serious erosion of our curricular program and excessive increase of surplus space in our schools."(p.10) Based on this belief, the committee designed several models as possible alternatives to retaining the status quo. Each model was tested against the following critera: future trends, surplus space, programs, staffing, students, community and cost. (p.10) Each model "represents a proposal for the restructuring of facilities and programs for secondary education in the City of Hamilton". (p.10)

Model 1 (pp.11-17)

This model is the closest approach of the seven models proposed to maintaining the status quo. The suggestion is that the eleven composite schools grades 9-12, the two grade 13 schools and the seven vocational schools (or six in the near future) be retained, as they are, and that a system of clustering be developed to preserve program.

With the R.O.S.E. document now public, retention of both our grade thirteen schools plus all eleven composite secondary schools seems unlikely. As a result this model is not recommended by the Director in this report.

Model 2 (pp.18-21)

The action suggested in model two is to redistribute grade 13 students to the eleven composite schools. The ramifications of such an action are spelled out on pages 19, 20 and 21 of the Secondary Report. Basically, "grade 13 curriculum would be reduced, more in some schools than others" and the presence of grade 13 students is not likely to appreciably help the grade 9-12 programs. "The need to maintain some small grade 13 classes might lower the P.T.R. in each school", however, "this organization facilitates the implementation of the proposed S.E.R.P. recommendations".

In addition to the above statements, which bear directly on secondary school students, the model makes suggestions about the use of the grades 13 buildings, H.C.I. and Southmount, if and when they are vacated by grade 13 students.

Section VII, page 20, reads as follows:

VII. Costs

- Closing the two obsolete elementary schools and converting H.C.I. to an elementary school would save $210,000 during the first year and $300,000 for every year thereafter.

- The overcrowding problem at one overcrowded elementary school would be solved releasing many portables. This would respresent a cost saving.

- A more cost efficient elementary school would be created at H.C.I. (approximately 450 students).

- There will be a cost factor in busing the senior elementary students to Southmount.

- There will be some cost savings in the elimination of positions of responsibility at the grade 13 schools.

- The elimination of positions of responsibility in the two Grade 13 schools would represent a significant cost saving over a period of time. The overall potential of saving would be $250,000 per annum for the two schools.

Model 1 (pp.11-17)

This model is the closest approach of the seven models proposed to maintaining the status quo. The supposition is that the eleven comparable schools grades 9-12, the ten grade 13 schools and the seven vocational schools for all in the area (under) be retained, as they are, and that a system of cooperation is developed by measure provided.

With the U.S.E. document now public, retention of both the grade 13 schools plus all eleven comprehensive secondary schools seems untenable. As a result this model is not recommended by the Director in this report.

Model 2 (pp.18-21)

The option suggested in model two is to reduce-some grade 13 schools to the eleven comparable schools. The consideration of secondary option are spelled out on pages 19, 20 and 21 of the secondary report. Basically, grade 13 curriculum would be reduced, more in some schools than others, and the presence of grade 13 students in each school is adjusted to help the gross U.S.E. programme. The need to maintain some small grade 13 classes might be seen as the "Achilles heel" of this model. However, this cooperation constituency was implemented in the proposed U.S.E. "commencement".

In addition to the three alternatives, which have directly on secondary school structure, the model makes alternatives about the use of the grades 13 facilities, S.V.C. and Continuing, if and when they are vacated by grade 13 students.

Section VII, (page 22) Costs of Options:

VII. Costs

Details and the secondary elementary schools and comparing U.S.E. to the alternative school year Value, and during the first year and 1970, the costs were very similar.

The corresponding figures in the case, under alternative 2, would be higher because many particulars. This would represent a just saving.

A more just difference (Comparing school years 1970 in 1971) approximately 40% savings.

There will be a cost factor in having the higher elementary students travelling.

There will be some cost savings in the alternative of maintaining commencement at the grade 13 centres.

The distribution of pupils and of responsibility in the two cases is slightly would necessitate a significant cost saving, but a matter of time. The overall increase of savings would be 470,000 per year in the two schools.

Model 3 (pp.22-25)

The proposed action is to place grade 13 students in four selected composite schools. The benefits of this arrangement appear to be the ability to offer grade 13 students a wide range of subjects, plus retaining some of the atmosphere of the original grade 13 schools. However, there have been fears expressed of dividing the system into first and second class schools.

(While this model has been suggested as acceptable in the Director's opening report, it is noted that it was a distant second to model 2.)

Model 4 (pp.26-30)

Model four recommends the closure of the grade 13 schools; the transfer of elementary students into the two vacated buildings; the closing of two composite secondary schools; the move, into the two closed composite schools, of grade 13 classes; and, the distribution of the students of the closed composite schools among the remaining secondary schools.

Prior to the R.O.S.E. document, this model was deemed to be the best choice to help solve the problem of program viability and financial accountability. Now, however, the model does not meet the long range expectations of the Ministry of Education, although in the short term, 4-6 years, it does have certain strengths, especially in the areas of program and cost.

Model 5 (pp.31-34)

Adoption of this model would mean a return to the existence of a specialized technical school and a specialized business school. A perusal of page 34, where the advantages and disadvantages are listed, indicates little support for this option.

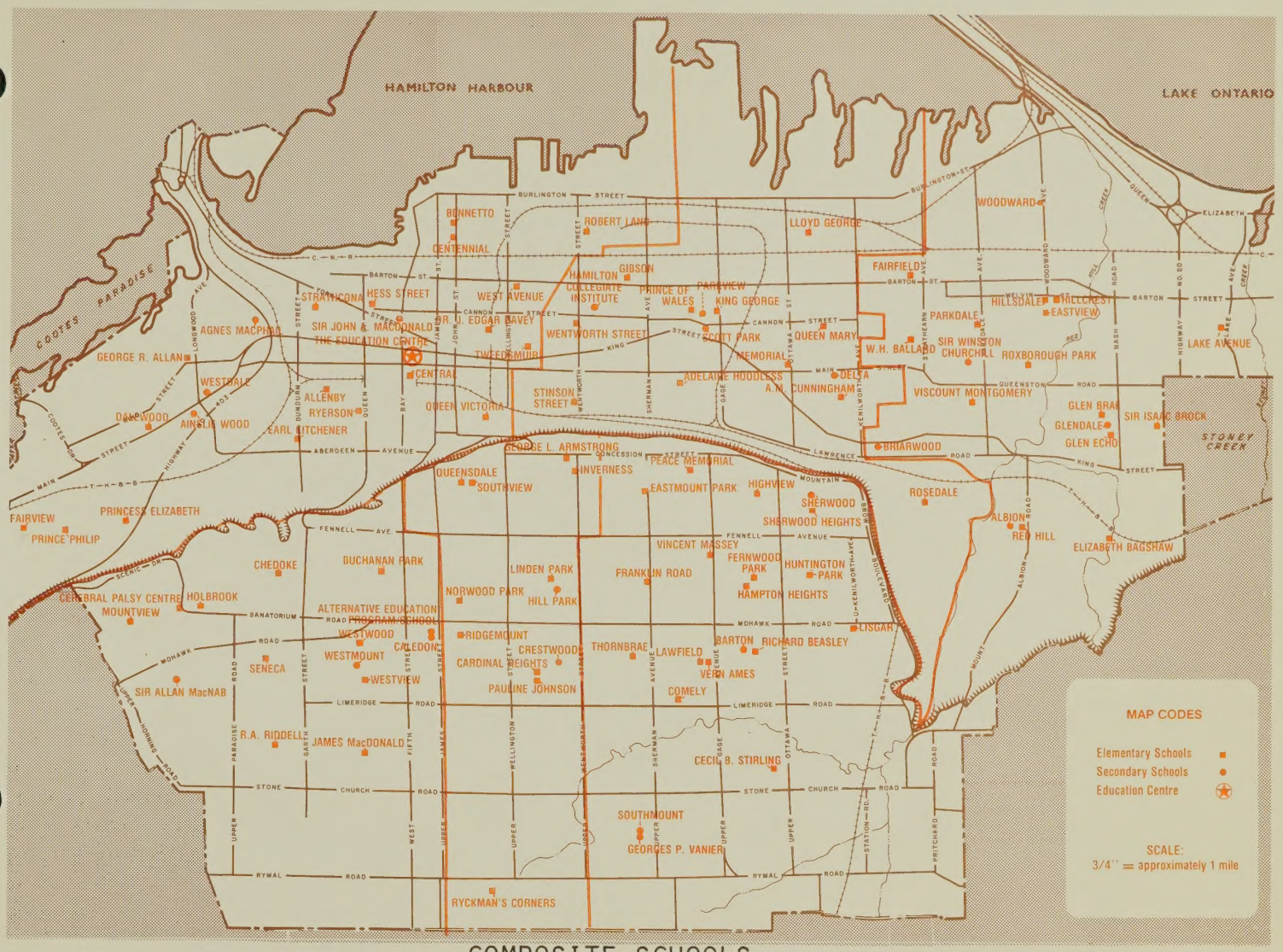
Model 6 (pp.35-37)

A variety of elementary-secondary combinations are suggested. Once again no real support, from any quarter, is found for this model.

Model 7 (pp.38-40)

Model seven advocates the reallocation of surplus space to accommodate specialized and innovative programs. Adoption of the approach would create a wide-ranging number of changes in the system, from a mixed model of education in schools, to the removal of all boundary restrictions. The study committee feel there is much merit in the supporting rationale. It is hoped that serious thought to a move in the direction of model seven will be undertaken, especially as the ramifications of the R.O.S.E. document become more evident.

The Secondary School Study Report contains a series of appendices (pp.43-114) which help a reader of the report to fill in gaps of information, statistics and points of view.



COMPOSITE SCHOOLS

BARTON, 75 Palmer Rd., L8T 3G1
G. E. Walls, Principal; 389-2234
P. R. Simpson, Vice-Principal

DELTA, 1284 Main St. E., L8K 1B2
M. Chantrell (Miss), Principal; 549-3031
L. Aurini, Vice-Principal

GEORGES P. VANIER, 50 Acadia Dr., L8W 1B8
R. Lavoie, Principal 387-6928

GLENDALE, 145 Rainbow Dr., L8K 4G1
C. E. Lewis, Principal; 560-7343
R. Williamson, J. Wilson, Vice-Principals

HAMILTON COLLEGIATE INSTITUTE
149 Sanford Ave. N., L8L 5Z4 525-5600
J. H. Russell, Principal

HILL PARK, 465 East 16th St., L9A 4K6
F. J. Kelly, Principal; 385-3257
A. M. Robertson (Mrs),
L. Swan, Vice-Principals

SCOTT PARK, 1055 King St. E., L8M 1E2
R. C. Leedale, Principal 547-2574
D. Lowden, Vice-Principal

SHERWOOD, 25 High St., L8T 3Z4
J. E. Laxton, Principal; 383-3377
D. Roppel, Vice-Principal

SIR ALLAN MACNAB, 145 Magnolia Dr., L9C 5P4
G. B. Carruth, Principal; 383-3337
P. Murphy, D. S. Plant, Vice-Principals

SIR JOHN A. MACDONALD, 130 York Blvd., L8R 1Y5
C. B. Pounder, Principal; 528-8363
R. G. Knuckle, R. D. McQueen, Vice-Principals

SIR WINSTON CHURCHILL, 1715 Main St.E., L8H 1E3
W. A. Woodland, Principal; 547-6415
G. Perrault, D. F. Thorne, Vice-Principals

SOUTHMOUNT, 50 Acadia Dr., L8W 1B8 389-2251
S. Oneschuk, Principal

WESTDALE, 700 Main St. W., L8S 1A5
J. D. Watson, Principal; 522-1387
S. H. Coombs, J. Mattys, Vice-Principals

WESTMOUNT, 39 Montcalm Drive, L9C 4B1
N. J. Maxwell, Principal; 385-5395
M. P. J. O'Connor
E. M. Rumney, Vice-Principals

QUALITY EDUCATION

AND

DECLINING ENROLMENT

DIRECTOR'S SECONDARY SCHOOL
STUDY COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

1982

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INTRODUCTION

Education officials and trustees of the Board of Education for the City of Hamilton are faced with the dilemma of preserving quality education in the '80s while tax dollars dwindle. At the same time, shrinking enrolment compounds the problem as the public feels it is paying more to educate fewer students. Declining enrolment also brings up the new problem of surplus space in our secondary schools. Program concerns are an additional problem in the '80s as smaller schools become hard pressed to offer the rich variety of academic and vocational courses traditionally offered in this city. We must also face the staffing problems associated with declining enrolment and the aging of members of the teaching profession.

At the same time that we are looking at local problems, the Ministry of Education is considering significant changes in the provincial system: Bill 82 and SERP recommendations.

To consider all of these concerns, Mr. Krever, Director of the Board of Education for the City of Hamilton, appointed a committee to analyze the problems, to consider the values of our present system, to assess facilities, the organization of schools and program, to examine models in other centres and to propose alternative models of organization for the Hamilton system with an appraisal of the constraints and benefits of each.

This committee studied reports from the Accommodation Committee, supervisors, headmasters and supervisory officers. Committee members also investigated the effects of declining enrolment in other centres. As a result of a series of meetings from June to October 1982, the committee developed the present report, which clarifies the problems, sets out some basic assumptions for the system, suggests a variety of alternative models, outlining the advantages and disadvantages, and proposes a number of recommendations. An initial task of the committee was to describe the dimensions of the problem in order to focus the study.

SECONDARY SCHOOL STUDY COMMITTEE

Rick Binns	Jim Forrester	Bob Harkness	Owen Jackson
Frank Kelly	Ron Kennedy	Murray Kilby	Arn Krever
Bob Leedale	Luke LeRoy	Clare McKague	Ben Pounder
Gerry Price	Orv Reynolds	Joe Singer	Al Stockwell
Jason Wong			

SUBCOMMITTEE ON COMMUNITY

Murray Kilby	Geza Kocsis	Arn Krever	Clare McKague
Jason Wong	Joe Yurkiw		

SUBCOMMITTEE ON ALTERNATE SCHOOL ORGANIZATIONS

Bob Leedale	Bruce Brace	Frank Kelly	Earl Lewis
Don Rothwell	Bill Woodland		

SUBCOMMITTEE ON SCHOOL FACILITIES

Jim Forrester	Ben Pounder	Orv Reynolds	Jim Russell
Joe Singer	Doug Watson		

SUBCOMMITTEE ON STAFF

Al Stockwell	Owen Jackson	Dave Lowden	Gerry Price
Gail Rappolt			

SUBCOMMITTEE ON PROGRAM

Rick Binns	Bob Harkness	Ron Kennedy	Gord Walls

DIMENSIONS OF THE PROBLEM

- ## DECLINING ENROLMENT

SECONDARY SCHOOL ENROLMENT WILL CONTINUE TO DECLINE THROUGH THE DECADE. IN ADDITION, HAMILTON'S POPULATION WILL REMAIN LARGELY STATIC THROUGHOUT THE '80s.

- ## COST OF EDUCATION

THE COST OF EDUCATION WILL CONTINUE TO INCREASE DESPITE DECLINING ENROLMENT.

THE ONTARIO GOVERNMENT HAS REDUCED ITS PORTION OF FINANCIAL SUPPORT TO BOARDS; INDEED, THE PRESENT RESTRAINT PROGRAM INSTITUTED BY THE GOVERNMENT WILL CUT PROVINCIAL GRANTS EVEN FURTHER.

DECLINING GRANTS THROW AN INCREASED BURDEN ON TO CITY TAXPAYERS, A GROWING NUMBER OF WHOM HAVE NO CHILDREN IN OUR SCHOOL SYSTEM.

- ## SURPLUS SPACE

SURPLUS SPACE WITHIN OUR SCHOOLS WILL CONTINUE TO GROW AS ENROLMENT DECLINES.

- ## EFFECT ON STAFF

DECLINING ENROLMENT GENERATES ADDITIONAL STAFFING PROBLEMS THAT WILL AFFECT TEACHER MORALE:

- CO-CURRICULAR SUPERVISION IS MORE DIFFICULT AS STAFF AGES
- PROMOTIONAL OPPORTUNITIES ARE FEWER
- THE VITALITY CONTRIBUTED BY YOUNGER TEACHERS WILL BE LOST
- THERE WILL BE AN IMBALANCE OF MALES AND FEMALES
- THERE WILL BE DIFFICULTY RETAINING SPECIALISTS IN THEIR SUBJECT FIELDS
- NUMBERS OF CROSS-OVER TEACHERS AND SHARED TEACHERS WILL INCREASE
- IT WILL BE MORE DIFFICULT TO STAFF COMPOSITE SCHOOLS AS THEY GROW SMALLER

- ## EFFECT ON PROGRAM

DECLINING ENROLMENT CAUSES RESTRICTIONS ON THE BREADTH AND RICHNESS OF PROGRAMS.

BOTH SCHOOL ORGANIZATION AND PROGRAM WILL BE AFFECTED GREATLY IF S.E.R.P. RECOMMENDATIONS BECOME A REALITY, PARTICULARLY REGARDING:

- THE STATUS OF GRADE 13
- THE NUMBER OF CREDITS REQUIRED FOR A DIPLOMA

STEPS IN THE INVESTIGATION

A. PROFILE OF THE SYSTEM

B. SUBCOMMITTEE STUDIES

C. BASIC ASSUMPTIONS

D. MODELS

E. RECOMMENDATIONS

A. PROFILE OF THE PRESENT SECONDARY SYSTEM

FACILITIES

- 9-12 schools (11) - fully composite
- Grade 13 schools (2) - unique in the province
- Alter-Ed Grade 9 and 10 (1)
- Vocational (4 boys) (3 girls) - co-ed consolidation planned
- 9-13 French school (1)
- Good sports facilities and community centres with many schools
- Auditoriums for school and community use
- Broad program of credit and interest courses at evening school

ORGANIZATION

- Semestered (4)
- Non-semestered (7)
- Grade 13 - 70/30 - non-semestered/semestered
- Alter-Ed - quamestered
- Vocational - semestered (7)
- French Language - semestered
- Defined Boundaries - with flexibility
- Specialized Programs

PROGRAM

- Eleven 9-12 schools are fully composite offering complete programs in academic, business and technical areas
- Specialized programs in some schools - fashion arts, architectural drafting, dental assistants, special art, instrumentation, plumbing, refrigeration
- Large evening school program
- Specialized offerings for vocational students in 7 schools
- Comprehensive grade 13 program and mature atmosphere for concentrated study

COMMUNITY

- Industrial city
- Multicultural population
- Large separate school system
- Geographically compact
- Adequate transportation
- Static population
- Increasing percentage of population will be senior citizens resulting in a dwindling sympathetic tax base
- Heavy demands on school based social services
- Increasing number of single parent families
- Flight of younger families to the suburbs

STUDENTS

- Declining enrolment
- Increase in the number of general level students
- Increased demand for career based education
- Greater need for remedial services
- Increasing involvement with school based social services
- Heavy enrolment in business and technical courses
- Accustomed to strong extra-curricular program
- Strong loyalty and feeling of identification with the neighbourhood school

STAFF

- Median age increasing rapidly
- Skilled and conservative
- Very few young teachers entering system
- Large technical teaching staff
- Supported by good consultative staff
- Strong base of subject specialists teaching in their specialties
- Many strong candidates for fewer leadership roles
- Fewer women teachers as decline continues
- Difficult to maintain co-curricular enthusiasm

B. SUBCOMMITTEES

Once the committee agreed upon the dimensions of the problem, the following subcommittees were formed to study different aspects.

. COMMUNITY
  - impact of closure, community school concept, community education needs, tax concerns

. ALTERNATE SCHOOL ORGANIZATIONS
  - clustering, pairing of schools, boundaries, transportation, student mobility, specialized schools, integrating vocational schools with composite schools, small schools and semestering

. SCHOOL FACILITIES
  - cost savings in closing a school, alternate usage, surplus space, elementary school accommodation needs, need to replace older elementary schools, specialized areas, recreation centres

. STAFF
  - P.T.R., minimum class size, teacher qualification, positions of responsibility, negotiations, aging staff, workload, working out of specialized areas, declining number of women teachers, sharing teachers and need for a common timetable

. PROGRAM
  - general level student, open courses, stacking, large schools vs. small schools, clustering, breadth of program, loss of remedial program

These subcommittees met several times and developed reports which were presented to the main committee. These reports can be found in the appendix. In the discussions which followed each committee developed a number of assumptions which were summarized and used as the criteria for testing the models of organization.

C. BASIC ASSUMPTIONS

The five subcommittees developed forty-five assumptions pertinent to secondary education in Hamilton. Upon analysis by the overall committee, combinations and deletions were made. The final list of 18 assumptions appears below.

It should be understood that some of the assumptions are mutually exclusive. The committee made no attempt to select or revise the statements to achieve conformity to any one general philosophy. Also, the committee did not insist on consensus on every assumption, since to do so would stifle some segment of the committee and make it impossible to develop alternate solutions to the problem.

This committee assumes that:

(1) Trustees and the public should be involved early with officials and teacher federations in the process of a general city-wide inquiry on the effects of declining enrolment;

(2) All secondary composite facilities should be retained by the Board;

(3) With respect to cost implications:

- There appears to be a cost saving in closing a composite secondary school
- There appears to be a cost saving in closing obsolescent elementary schools and moving their students into newer secondary school buildings
- There is a cost in converting secondary schools into elementary schools
- There will be a cost saving in a move that consolidates staff;

(4) Surplus space in secondary schools should be used to accommodate elementary students now in overcrowded situations or in poorer quality facilities;

(5) All Grades 9-12 schools except vocational schools should be composite in organization;

(6) If S.E.R.P. recommends 30-33 credits with 6 Grade 13 credits included in the total, composite schools might become Grades 9-13 schools, and semestering should be considered for adoption as the mode of organization;

(7) Special services schools should be maintained or expanded to serve the whole city:

- Maintain existing Grade 13 schools
- Continue to convert vocational schools to co-educational facilities
- Maintain the French language school
- Expand the Alter-Ed program to include grades 11 and 12 and also provide an additional location downtown;

(8) All composite schools must maintain a core selection of subjects;

(9) A wider range of subjects should be maintained, beyond the core, within each cluster of schools;

(10) Schools in close proximity could be clustered to maintain senior programs;

(11) Staffs should be encouraged to experiment with a variety of methods to preserve courses;

(12) Summer school, evening school, correspondence courses and individualized study contracts should be incorporated in the organization of the system and the staffing process as positive ways of maintaining programs for students;

(13) Our problems in maintaining the balance and vitality of school life will become more acute because of aging staffs, fewer female teachers, more cross-over teachers and lack of seniority in specialized areas, and that these concerns will increase in severity as schools grow smaller;

(14) Staff placement will become increasingly difficult as schools decrease in size, and that the present practice for allocation of administrative staff and for teacher transfers will not be equal to the increasingly difficult task;

(15) Job sharing, part-time teaching and cross-over teaching are preferable to sharing teachers;

(16) The seniority system does create difficulties in retaining qualified specialist staff in certain areas.

(17) The use of PTR as an index of school staff needs is not adequate. The collective bargaining process is the proper vehicle for management to develop a more appropriate staffing formula;

(18) The present concept of community schools should be retained.

NOTE:

- The preceding "Basic Assumptions" are not listed in priority, or in any other particular sequence.

- While all these assumptions are considered highly significant -- and, in fact, become the criteria used to evaluate the proposed Models -- they will not all be part of every model! To do so would greatly narrow the possible choice of models. Instead, where a model is in opposition to one of the Basic Assumptions, this will be listed among the disadvantages of that mode.

D. ALTERNATIVE MODELS OF ORGANIZATION

ALTERNATIVE MODELS OF ORGANIZATION

In the light of the preceding statement of the problems, it is apparent that we cannot continue operating under our present system without serious erosion of our curricular program and excessive increases of surplus space in our schools.

Therefore the committee has designed seven possible models of system change. None calls for the Status Quo; each represents a proposal for the restructuring of facilities and programs for secondary education in the City of Hamilton. Each model addresses in a different way the dimensions of the problem as we have outlined it. The committee has tested each model according to the eighteen assumptions under the following groupings:

- future trends
- surplus space
- programs
- staffing
- students
- community
- cost

NOTE ON PROJECTED ENROLMENT

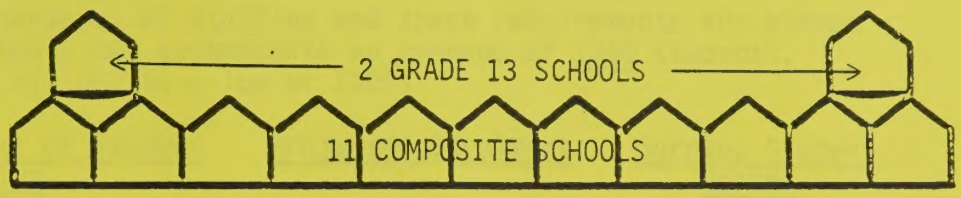
The figures on school enrolment used under future trends in each of the models in this report are the latest statistics generated by the Research Department based on September 30th, 1982 enrolment.(Appendix H)

It should be remembered that these statistics reflect a higher than expected influx of students in September, 1982, (resulting from change in migration and difficult economic times). The dependability of the forecasts is related, in part, to these factors which are outside the educational issue. Previous figures indicated a lower composite school average size in 1990 (755 students as opposed to the revised forecast of 835 students). Whether these changes in forecasts will simply delay the decline in secondary enrolments, or reduce the decline has yet to be determined.

MODEL 1

ACTION

MAINTAIN THE PRESENT SYSTEM THROUGH CLUSTERING



11 composite schools grade 9-12 — 1 alter-ed programs

2 grade 13 schools — 1 French language school

7 vocational schools (soon to be 6 with consolidation to a co-ed school at Ainslie Wood)

Total Enrolment - Composite schools	11,883	average size 1,080 (944 to 1288)
- grade 13 schools	1,436	average size 718
- vocational schools	2,104	average size 300 (226 to 379)

Develop a system of clustering to preserve program.

I. Future Trends - School Enrolment Projections

The average size of the composite schools will decline throughout the decade; however, the decline begins to level out in 1987-88. Vocational school numbers are not included here because a plan for consolidation is under way to accommodate their decline into the eighties.

	Total Enrolment	Average Size of Composite Schools	Grade 13 Enrolment
1983	11,156	1,014	1,317 - aver. 658
1984	10,621	966	1,283 - aver. 642
1985	10,311	937	1,113 - aver. 557
1986	9,982	907	1,071 - aver. 536
1987	9,776	889	1,031 - aver. 516
1988	9,235	859	1,044 - aver. 522
1989	9,235	840	994 - aver. 497
1990	9,182	835	943 - aver. 472

French language school, Vanier, is not included in the above statistics -- 351 students in September of 1982.

Boundaries must be continually reviewed and revised throughout the decade to maintain greater equality of school enrolments.

II. Surplus Space

At today's standards of staffing and space requirements the eleven composite schools can accommodate an average of 1300 students. (from a high of 1661 to a low of 1105)

Projection of Number of Student Spaces Surplus		Projected Enrolment	Surplus Student Spaces
1983	1,300 x 11 = 14,300 possible spaces	11,156	3,144
1984		10,621	3,679
1985		10,311	3,989
1986		9,982	4,318
1987		9,776	4,524
1988		9,454	4,846
1989		9,235	5,065
1990		9,182	5,118

(The statistics above exclude Vanier.)

NOTE #1

It should be noted that an average of 2 rooms per school is allocated to non-secondary school use. E.g. nursery schools, upholstery classes, T.M.R. classes, etc. Approximately 600 student spaces do not exist and would reduce the number of student spaces listed on the preceding chart.

NOTE #2

We have only begun to scratch the surface in using the available space for both educational and community uses.

E.g. (1) Some areas are experimenting with allowing private business and industry to use some space in the school, providing student co-op experience right in the schools.

(2) Community libraries - located in schools rather than separate buildings.

(3) Public health centres.

(4) Adult re-entry programs.

(5) Co-op nursery programs.

(6) Accommodation for elementary students where overcrowding exists in the elementary schools.

(7) Special education accommodation.

III. Program

- the schools would be large enough (approximately 900) to offer core and expanded core until 1986 (refer to Appendix A)
- from 1986-90 the schools could offer the core curriculum. The expanded core could be offered by clustering
- the advantages of the grade 13 schools would be maintained
- each neighbourhood would retain a full composite program

IV. Staffing

As schools grow smaller -

- difficult to maintain PTR of 17.5 to 1
- small schools (population 500-700) investigated by the committee fell below 17.0 to 1
- subject departments become smaller
- specialist teachers would cross over to other areas
- difficult to maintain co-curricular program
- fewer female teachers

V. Students

- Some educational research indicated that good staff-student relationships can be more easily achieved in a smaller school. Generally smaller high schools are more conducive to participating, emotionally healthy student populations.
- These statements must be balanced against the loss of program that might occur as the schools grow smaller. The projections indicate that schools will decline to an average size of 835. With the possibility of clustering to maintain core curriculum and the expanded core, it appears that we can have both the good atmosphere of the small schools and the program we are presently providing.
- There would be some restriction of co-curricular offerings.
- Students would not be required to travel long distances to obtain program.

VI. Community

- The secondary school buildings are the most complete facilities available within our board. They house resource centres, large gymnasia, auditoria, recreational facilities and specialized equipment in the area of business, technology, science, family studies and the arts.

- The community use of Hamilton schools at night and on weekends is very extensive. Indeed, many community centres are linked to secondary schools to share gym space, pools and playing fields.

- As indicated under Surplus Space, the community use of these schools can be expanded. The usefulness of the school to its community must be carefully considered when weighed against the cost saving gained when a school is closed.

VII. Cost

- There would be no saving in costs by maintaining all of the composite schools, the two grade 13 schools and the vocational schools.

- Expense of maintaining equipment in all schools.

- Costs should increase as the PTR decreases to accommodate smaller schools.

SUMMARY OF ADVANTAGES AND DISADVANTAGES OF THIS MODEL

ADVANTAGES

- the community would retain the use of the excellent facilities found in the secondary schools
- the advantages of the grade 13 school concept would be retained
- for the next 3 years, schools could offer the core program and the expanded core program
- approaching 1990 clustering of program in neighbouring schools would permit the retention of the expanded core
- the smaller school would provide a favourable atmosphere for staff-student relationships
- creative use of surplus space could be an asset to the community
- preserves neighbourhood school concept
- clustering offers financial and program advantages

DISADVANTAGES

- little cost savings; indeed, some increase as PTR decreases
- surplus space available in each school
- growing number of cross-over teachers
- displacement of specialty teachers
- difficulty of running a co-curricular program
- clustering of program would be necessary to maintain the expanded core
- smaller subject departments
- expense of maintaining equipment in all schools
- S.E.R.P. recommendations could make it necessary to disperse grade 13 students to composite schools
- increased stacking of classes and/or alternate year offerings of subjects
- increased sharing of teachers
- fewer female teachers
- acceleration not available to grade 12 students

C L U S T E R I N G

For the effective operation of Model #1 the concept of clustering must be further developed. The committee believes strongly that this technique will be necessary to maintain the present system. The following comments on clustering were considerations of the sub-committee. It is agreed that much further study would be necessary to make it a viable concept.

"Clustering" is the selective offering and operating of particular courses in certain area schools and the bringing together of students in an effort to ensure the continuation of service to the program needs of students.

(i) Students who require no more than one half of their program out of their neighbourhood school would register in that school.
(ii) Students who require more than one half of their program out of their neighbourhood school would register in the other school.

Clustering has several advantages:

- A rich program may continue to be offered, if not entirely within the school, at least within the nearby area, thus preserving program specializations.
- Staffing can be coordinated to provide specialist teachers for the particular clustered subject(s).
- Reduces the cost of education.

While we view clustering as a necessity, it has some difficulties which must be anticipated:

- Students are reluctant to transfer to another school and are more likely to drop the clustered subject.
- Teachers may not make students sufficiently aware of subject offerings at other schools.
- Parents may feel strongly that brothers and sisters should attend the same high school, rather than be subject to different time schedules and transportation patterns, and their attendant cost.

- Clustering is viewed as a major technique to maintain breadth of program. If these difficulties are not overcome and clustering does not succeed, there is increased need to initiate the school review process.
- Care should be taken to avoid the creation of specialized schools through clustering (eg. academic collegiate, technical or business schools).
- Busing may be a necessary expense.
- Synchronized timetables are essential to the operation of clustering.
- Clustering that is done "after the fact" -- that is, after students have selected their options and class tallies have revealed staffing difficulties -- will be conducted "under the gun" of staffing deadlines, with the inflexibility of short time-lines. There will be little opportunity to transfer teachers and to provide for the long-run strength of the program, to counteract the students' initial negative reactions, and to mesh positively with the enrolment and staff conditions for that subject in the neighbouring school.

For clustering to be effective and for difficulties to be minimized, we must:

- Plan and coordinate it well in advance, so locations of "clustered" courses are clearly shown in student handbooks.
- Consider common time-tabling arrangements, so that students can transfer to the receiving school for half days, or other fractional parts of the day -- but continue to "belong" to their neighbourhood school along with their friends.
- Promote the policy of clustering among our teachers as a more common alternative -- so that teachers see it as having a high profile, and that, through it, they are receiving students as well as sending them!
- Subject teachers and guidance personnel need to make students very much aware of opportunities in clustered subject areas.

SUGGESTIONS FOR EFFECTIVE IMPLEMENTATION OF CLUSTERING

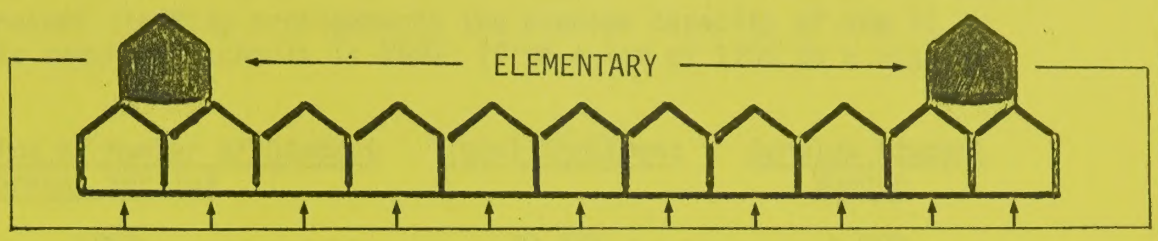
1. There should be clustering of subjects, primarily among neighbouring schools.
2. All schools in the city will maintain the subjects in Table I* each year regardless of enrolment.
3. The subjects in Table II* will be open for negotiation with a view to clustering when numbers in the subject warrant it -- but will be maintained within the geographical area.
4. Clustering will be planned in advance by the Area Superintendent -- negotiated among the principals concerned and the supervisors of the related subjects.
5. To sustain clustering school daily schedules must be compatible among sharing schools.
6. Centres currently offering clustering should be further investigated (eg. effectiveness of shuttlebuses).
7. Investigation should be made into economic feasibility and Ministry Grant possibilities for shuttle bus service.
8. If the trend in student course selection changes, a school could request that a clustered-out course be returned to that school. To avoid frequent reversals, however, this step must be approved by the area superintendent.
9. Clustered subjects should be labelled as such in the student handbook. Grade 8 students and parents should be informed of this possibility.
10. Clustering should not occur at the grade 9 level and should be minimal at the grade 10 level.

* see Appendix A-

MODEL 2

ACTION

REDISTRIBUTE GRADE 13 STUDENTS TO 11 COMPOSITE SCHOOLS



- Redistribute Grade 13 students to 11 composite schools.
- Use H.C.I. facility to house JK - 5 students from obsolete elementary schools.
- Move the grade 6 - 8 students from an overcrowded elementary school to share Southmount with Vanier.
- 6 vocational schools (assuming the consolidation to a co-ed school at Ainslie Wood).
- 1 alter-ed program.

I. Future Trends

	Composite	Grade 13	Total	Average - Composite
1983	11,156	1,317	12,473	1,134
1984	10,621	1,283	11,904	1,082
1985	10,311	1,113	11,424	1,039
1986	9,982	1,071	11,053	1,005
1987	9,776	1,031	10,807	982
1988	9,454	1,044	10,498	954
1989	9,235	994	10,229	930
1990	9,182	943	10,125	920

This method of organization produces school sizes that compare quite favourably with schools in the province.

Note that Vanier students (351) are not included in these numbers.

II. Surplus Space

Under present staffing arrangements the average capacity of the 11 composite secondary schools is 1300 (from a low of 1105 to a high of 1662.)

Projection of Number of Student Spaces Surplus	Total Enrolment	Surplus Student Spaces
1983	12,473	1,827
1984	11,904	2,396
1985	11,424	2,876
1986	11,053	3,247
1987	10,807	3,493
1988	10,498	3,802
1989	10,229	4,071
1990	10,125	4,175

(The statistics above exclude Vanier.)

Each school has an average of 2 classrooms used for non-secondary school student use. E.g., nursery schools, upholstery classes. The number of spaces actually available would be reduced by approximately 600 students.

Even with the grade 13 students distributed to the 11 composite schools, there is still a significant amount of surplus space. Again, as in Model #1, this space could be used creatively to increase the community use of the building.

III. Program

- The grade 13 curriculum would be reduced significantly - more in some schools than in others.
- The inclusion of the grade 13 students does not help sustain the program for 9-12 students.
- Grade 12 students would be able to accelerate or enrich their program by reaching ahead and taking grade 13 subjects.
- Each school would be able to offer a basic grade 13 program that would provide entry into college or university. Indeed the grade 13 program in each school will be as large or larger than that found in most schools in the province.

IV. Staffing

- Staff members would have the opportunity to enrich their teaching experience by teaching grade 13 subjects in all schools.
- The need to maintain some small grade 13 classes might lower the P.T.R. in each school.
- There would be fewer positions of responsibility available in the system.
- Increased lesson preparation load.
- Fewer crossover teachers as more specialists are required.

V. Students

- Grade 12 students would have the opportunity to reach ahead and take grade 13 subjects to enrich or accelerate their program.
- Interschool sports problems would be eased.
- The parents of the grade 6 - 8 students from the elementary school may object to sharing a school with grade 9 - 13 students. The busing of both groups of students might alleviate some of the problems.
- Elementary school parents may object to having their children bused.
- This organization facilitates the implementation of the proposed S.E.R.P. recommendations.

VI. Community

- The community composite schools would be retained.
- The closing of any elementary school disrupts traditions within a community.
- Traffic patterns must be considered in the redistribution of elementary students.

VII. Costs

- Closing the two obsolete elementary schools and converting H.C.I. to an elementary school would save $210,000 during the first year and $300,000 for every year thereafter.
- The overcrowding problem at one overcrowded elementary school would be solved releasing the twelve portables. This would represent a cost saving.
- A more cost efficient elementary school would be created at H.C.I. (approximately 450 students).
- There will be a cost factor in busing the senior elementary students to Southmount.
- There will be some cost savings in the elimination of positions of responsibility at the grade 13 schools.
- The elimination of positions of responsibility in the two Grade 13 schools would represent a significant cost saving over a period of time. The overall potential for saving would be $250,000 per annum for the two schools.

SUMMARY OF ADVANTAGES AND DISADVANTAGES OF THIS MODEL

ADVANTAGES

- schools of a more typical provincial size
- this plan removes a considerable amount of surplus space (grade 13 schools)
- enrichment possibilities
- acceleteration possibilities
- attractive for academic teachers
- interschool sports improved
- fits in with possible S.E.R.P. recommendations
- retention of community schools
- cost saving consolidation of elementary facilities
- elimination of obsolete buildings
- solution to Stirling overcrowding
- cost saving by eliminating grade 13 positions of responsibility ($250,000)
- fewer crossover teachers
- maintenance of basic grade 13 program in each school
- students could have an easier adjustment to grade 13 by staying in the same school

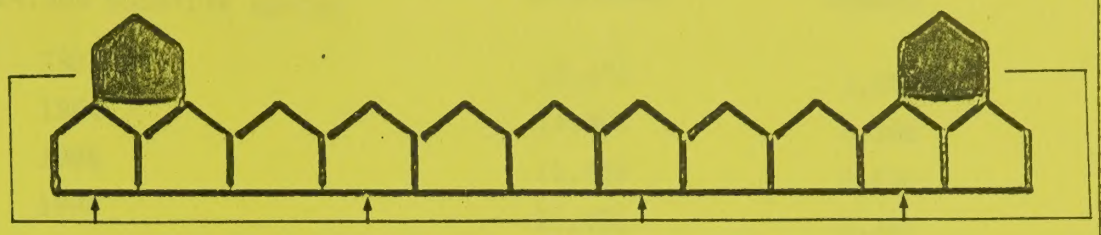
DISADVANTAGES

- surplus space still exists
- narrows grade 13 curriculum
- uneven offering of courses from school to school
- no advantage for 9 - 12 curriculum
- adds to lesson preparation of teachers
- lower P.T.R. because of small grade 13 classes
- mixing of elementary-secondary age groups in one building at Southmount
- disruption of elementary school communities
- expense of busing Stirling students to Southmount
- parental objections to busing
- removes leadership opportunities for staff

MODEL 3

ACTION:

MOVE GRADE 13 STUDENTS IN WITH STUDENTS OF 4 SELECTED COMPOSITE SCHOOLS



- Maintain 11 composite schools
- Grade 13 students return to 4 composite schools - 2 downtown - 2 on mountain
- H.C.I. becomes an elementary school (JK-5)
- Southmount facility used jointly by Vanier and for a senior elementary school (Grades 6 to 8)
- Vocational schools would be organized according to planned consolidation

I. Future Trends

	Composite	Grade 13	Total	Average - Composite	The 4 Composite + 13 schools
1983	11,156	1,317	12,473	1,014	1,343
1984	10,621	1,283	11,904	966	1,287
1985	10,311	1,113	11,424	937	1,215
1986	9,982	1,071	11,053	907	1,175
1987	9,776	1,031	10,807	889	1,147
1988	9,454	1,044	10,498	859	1,120
1989	9,235	994	10,229	840	1,089
1990	9,182	943	10,135	835	1,071

The four schools would accommodate 329 grade 13 students each in 1983; 268 in 1986 and 236 in 1990. These students would be added to the normal enrolment of the 9-12 student in the 4 schools.

(The statistics above exclude Vanier.)

II. Surplus Space

Under present staffing arrangements the average capacity of the 11 composite secondary schools is 1300 (from a low of 1105 to a high of 1662.)

Projection of # of Students Spaces Surplus	Total Enrolment	Surplus Student Spaces
1300 x 11 = 14,300 possible spaces		
1983	12,473	1,827
1984	11,904	2,396
1985	11,424	2,876
1986	11,053	3,247
1987	10,807	3,493
1988	10,498	3,802
1989	10,229	4,071
1990	10,125	4,175

(The statistics above exclude Vanier.)

- Each school has an average of 2 classrooms used for non-secondary school student use. E.g.: nursery schools, upholstery classes. The number of spaces actually available would be reduced by approximately 600 students.

- Even with the grade 13 students distributed to the 11 composite schools, there is still a significant amount of surplus space. Again, as in Model #1, this space could be used creatively to increase the community use of the buildings.

III. Program

- The number of grade 13 students in each of the four schools would allow these schools to offer a wide range of grade 13 subjects and retain some of the atmosphere of the original grade 13 schools.

- Grade 12 students would be able to reach up for grade 13 subjects only in the four schools.

- The program of the remaining seven composite schools would not be improved by this arrangement. The comments listed in Model #1 under 'program' would apply.

- Moving grade 13 students into the four selected schools will do nothing to sustain the grade 9-12 program in those schools, indeed the program would suffer by the loss of numbers of advanced level students.

IV. Staffing

- Numbers of required staff would be similar.

- Some positions of responsibility would be combined.

- A large grade 13 population allows fairly large grade 13 classes to be maintained and this should ease staffing somewhat.

- There might be an unfortunate competition to teach in the four selected schools.

IV. Staffing (continued)

- Original redistribution of teachers will be a definite problem.
- Although there are minor advantages and disadvantages, this model does not solve the overall staffing problem.

V. Students

- Academic students would be attracted to the 9-13 schools to avoid switching schools at the end of grade 12. The academic atmosphere would be quite an attraction for these students. The other schools would suffer, creating first and second class schools.
- Acceleration to grade 13 becomes a possibility in 4 schools only.
- The richness of the grade 13 offering is retained.
- Boundaries would have to be more rigid to prevent wholesale transfers.
- Additional problems would emerge in athletic scheduling.
- Students switching schools after grade 12 would have a disadvantage.

VI. Community

- The community would retain the facilities of the 11 composite facilities as described in Model #1. The change from the 13 schools to the four 9-13 schools would be less traumatic than for the community to accept total abandonment of the grade 13 school concept.
- This model would lead to a change in the social policy in this city.

VII. Cost

- Closing the two obsolete elementary schools and converting H.C.I. to an elementary school would save $210,000 during the first year and $300,000 for every year thereafter.
- The overcrowding problem at one senior elementary school would be solved, releasing the twelve portables. This would represent a cost saving.
- A more cost efficient elementary school would be created at H.C.I. (approximately 450 students).
- Since the 11 composite schools could be staffed at approximately the same P.T.R. there should be no increase in costs in maintaining staff in these schools.
- Some reductions in positions of responsibility.

SUMMARY OF ADVANTAGES AND DISADVANTAGES OF THIS MODEL

ADVANTAGES

- the broad program in grade 13 could be maintained
- the 11 composite buildings would be available for community use
- two old elementary schools would be closed
- a more cost efficient elementary school of approximately 450 students would be housed at H.C.I.
- a cost saving of $210,000 would be realized the first year and a $300,000 savings would be realized
- grade 12 students could reach up for grade 13 subjects in 4 schools
- some cost saving by reduction of positions of responsibility (approximately $250,000)
- the overcrowding problem at one elementary school would be eased

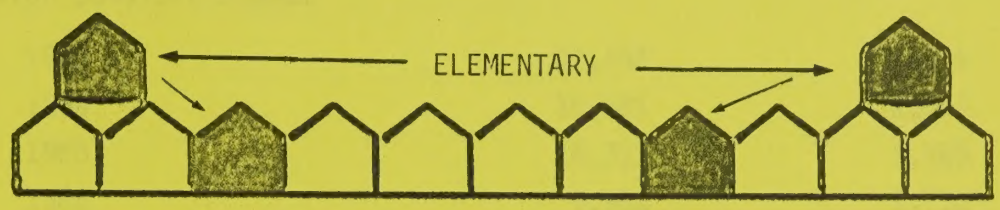
DISADVANTAGES

- schools would be divided into first and second class schools
- the 9-13 schools would attract more students; the others would suffer
- interschool sport problems would increase
- considerable surplus space would still exist in the 11 composite buildings although some has been used satisfactorily
- this organization does not solve the problem of providing program for 9-12 students
- problems for students switching after grade 12
- boundary restrictions would necessarily be more rigid
- the Hamilton system is predominantly general level. Adoption of this model narrows the program for the majority of our students
- change in social policy of the system
- students in the 9-12 schools would be denied this opportunity of reaching up for grade 13 subjects

MODEL 4

ACTION:

CLOSE GRADE 13 SCHOOLS
MOVE ELEMENTARY STUDENTS INTO VACATED BUILDINGS
CLOSE 2 COMPOSITE SECONDARY SCHOOLS
MOVE GRADE 13 STUDENTS INTO VACATED BUILDINGS
DISTRIBUTE STUDENTS OF THE CLOSED COMPOSITE SCHOOLS AMONG THE REMAINING SECONDARY SCHOOLS



- Distribute the students from 2 composite schools (one above the mountain; the other below) to the remaining 9
- Move grade 13 students into these buildings
- Close up to two obsolete elementary schools and consolidate at the H.C.I. facility
- Maintain the present plan for the consolidation of vocational schools
- The Southmount facility could be used jointly by Vanier and elementary students (grade 6 to 8) from an overcrowded elementary school
- The shops of the two composite schools housing grade 13 students could be rented to the Hamilton Wentworth Separate School Board

OR

a wing of each could be used for JK-3 students using MacNab as a model

I. Future Trends - Enrolment Projections

	Composite	Average Composite For 9 Schools	Grade 13	Average Size Grade 13
1983	11,156	1,240	1,317	658
1984	10,621	1,180	1,283	642
1985	10,311	1,146	1,113	557
1986	9,982	1,109	1,071	536
1987	9,776	1,086	1,031	516
1988	9,454	1,050	1,044	522
1989	9,235	1,026	994	497
1990	9,182	1,020	943	472

(The statistics above do not include Vanier.)

The composite schools would remain at a very efficient size for the balance of the decade and beyond.

II. Surplus Space

Under present staffing arrangements the average capacity of the 11 composite secondary schools is 1300. (From a low of 1105 to a high of 1662).

Projection of the Number of Student Spaces Surplus	Enrolment in the 9 schools	Surplus Student Spaces
1,300 x 9 = 11,700 possible spaces		
1983	11,156	544
1984	10,621	1,079
1985	10,311	1,389
1986	9,982	1,718
1987	9,776	1,924
1988	9,454	2,246
1989	9,235	2,465
1990	9,182	2,518

(The statistics above exclude Vanier.)

- Again it should be stated that, at present, each school has an average of 2 classrooms used for non-secondary school student use. The number of spaces actually available would be reduced by approximately 500 students.
- Obviously there will be considerable surplus student space left in each of the two grade 13 buildings depending on the use made of the remaining space.
- This model solves the problem of the inefficient use of space in the remaining 9 composite schools.

III. Program

- The advantages of the grade 13 schools would be retained.
- The disadvantages for grade 12 students would also be retained, i.e., no opportunity to accelerate by reaching ahead.
- The population of the 9 composite schools would allow a full program to be retained in each school.

IV. Staffing

- Subject departments would remain large - staffing problems would be eased.
- Specialists would teach in their specialty subjects - fewer cross-overs.
- The need to share teachers would be reduced.
- There would be fewer positions of responsibility and thus less opportunity for promotion.

V. Students

- The richness of the Grade 13 program would be retained.
- Grade 12 students would not be able to accelerate by reaching ahead.
- The 9 composite schools would allow a broad selection of courses.
- For elementary students - the H.C.I. building with its recreation centre and playing ground would be quite an improvement.
- The overcrowding at one elementary school should be eliminated.
- The closing of two composite schools considering their histories and traditions would be very difficult for their present students.

VI. Community

- The communities served by the two schools converted to grade 13 schools would be deprived of their schools -- the political problem of closing the two schools would be formidable.
- There would be a reaction to closing obsolete elementary schools despite the advantages of the H.C.I. building.
- The grade 13 concept which the overall community supports would be retained.
- All of the well equipped secondary facilities would be retained and 2 obsolete elementary buildings would be closed.

VII. Cost

- Closing the two obsolete elementary schools and converting H.C.I. to an elementary school would save $210,000 during the first year and $300,000 for each thereafter.
- The elimination of the positions of responsibility in the two composite schools converted to grade 13 would represent a significant cost saving over a period of time. The overall potential for saving would be approximately $300,000 per school year, making a total of $600,000 per year. This saving might be offset, somewhat, by the increased administrative needs in the remaining enlarged schools.
- A cost efficient elementary school would be created at H.C.I. (approximately 450 students).
- The overcrowding problem at one elementary school should be solved, releasing the portables. This would represent an operating cost saving.
- There should be no increase in the cost of staffing the 9 composite schools because of their efficient size.

SUMMARY OF ADVANTAGES AND DISADVANTAGES

ADVANTAGES

- The grade 13 schools would be retained.
- The composite schools would remain at an efficient size-full program possible.
- The surplus space problem would be solved.
- Subject departments would be large with fewer crossover teachers and shared teachers.
- All of the well equipped secondary facilities would be retained.
- Two obsolete elementary buildings closed.
- A more cost efficient elementary school with better facilities at H.C.I.
- Cost savings in closing 2 elementary schools $210,000 first year and $300,000 per year thereafter.
- Cost savings would be eventually realized in the reduction of secondary positions of responsibility. (approximately $600,000 per year).
- Overcrowding conditions at one elementary school would be solved.

DISADVANTAGES

- Grade 12 students would not be able to accelerate or enrich programs.
- Fewer positions of responsibility -- less opportunity for promotion.
- Political difficulties in closing 2 elementary schools and 2 composite schools.
- The communities of the two schools converted to grade 13 buildings would be deprived of their schools.
- Possible S.E.R.P. recommendations may make this model untenable.
- It would take several years to plan and implement.

NOTE:

It is possible to carry Model #4 to an extreme with the simple, outright closing of one or more of our secondary composite buildings -- primarily to save money.

The committee strongly disagrees with this option as even a possible model, for the following reasons:-

- It would ignore methods for relief of unsatisfactory conditions in some elementary schools.
- It would close relatively modern, up-to-date educational facilities while allowing more obsolete elementary buildings to continue in operation.

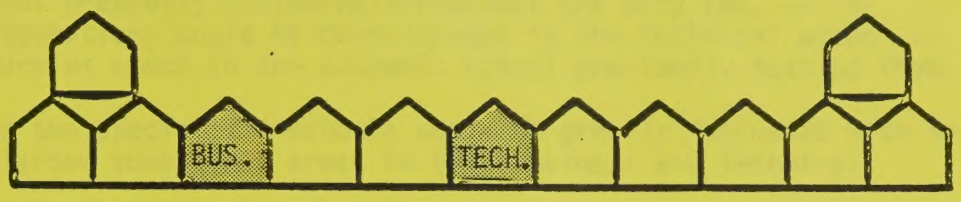
Note: (continued)

- It would be difficult to justify to the local community the complete closing of its neighbourhood school.
- The considerable capital investment in the closed facility would be difficult to recover.
- It is impossible to tell if enrolment changes in the future may again require these facilities.
- Primarily, however, if the buildings were transferred to another educational system, the potential loss of students from our system by the closing of their neighbourhood school could negate the very advantages this drastic method seeks to create.

MODEL 5

ACTION:

CONCENTRATE ALL SPECIALIZED BUSINESS AND TECHNICAL COURSES IN ONE OR TWO EXISTING COMPOSITE SCHOOLS



- Concentrate all specialized Business courses in one existing composite school, creating a "School for Business Studies" for Grades 9-13.
- Concentrate all specialized Technical courses in one existing composite school, creating a "School for Technical Studies" for Grades 9-13.
- Remaining nine composite schools would change to academic collegiates, with "literacy" options in the Business and Technical programs.
- Existing Grade 13 schools could be maintained, or their students redistributed to existing community high schools. The only effect of this model on Grade 13 would be to offer a wider Grade 13 Business and Technical program, with a narrow Grade 13 academic program in the Business and Technical schools.
- This model need have no effect on :-
  - separate buildings for Grade 13 schools
  - housing elementary students in secondary school buildings
  - vocational schools
  - alter-ed program(s).

I. Future Trends

Although it is not feasible to forecast how many students would be willing to by-pass their community school and travel the longer distances to the "specialized" schools, it is logical to assume that enough would do so to ensure continuation of a wide range of vocational specializations in those two schools.

The remaining schools would experience some decrease in student numbers -- probably varying with the nature of their socio-economic community and with their distance from the specialized schools. On the other hand, near-by academic schools would probably receive some compensating number of students from the community of the specialized schools who wish a more academic environment. Regardless of their individual enrolment, however, these community schools would be able to sustain a narrower academic program.

II. Surplus Space

To the extent that no schools are closed in this proposal, considerable surplus space will remain -- as outlined in Model #1. (This model could be combined with other models, however, which might call for reduction in the number of schools.)

II. Surplus Space (continued)

While most shop areas would be retained in the community schools for "literacy" courses, they will be idle for increasingly longer periods of the day. Other specialized shop areas presently scattered throughout the city (eg. -- instrumentation, refrigeration) would be concentrated in the Technical school -- leaving increased surplus space in the academic school previously hosting them.

Surplus space in the two specialized schools would be greatly decreased with the increased need for larger vocational areas in both Business and Technical programs.

III. Program

The Business and Technical programs in the two specialized schools should be broader and richer than in any existing composite school -- including at the Grade 13 level, if that grade is to be incorporated in their program.

The narrowing of the program in the academic schools results in a loss of wider learning experiences for many of their students.

The small enrolment of the academic schools will still threaten the existence of some non-vocational subjects (eg.--in the social sciences) which have typically attracted fewer students in the past.

A narrower academic program in the specialized schools may create disadvantages for some of their students.

IV. Staffing

Concentrated vocational programs in the two specialized schools should alleviate some staffing concerns in those particular schools.
Eg.--

- specialists can concentrate in their area of specialization
- larger course enrolment will reduce the number of teacher preparations and the need to stack classes.

In the academic schools, however, the vocational "literacy" courses will be taught increasingly by non-specialists and cross-over teachers. Preparation load for remaining teachers would increase. There would be increased redundancy of vocational teachers.

For the non-vocational teacher, and for the academic schools this model does not solve the over-all staffing problem.

V. Students

For students who are career-oriented and sufficiently motivated to travel the longer distances after they complete Grade 8, the specialized schools will offer a strong vocational program.

V. Students (continued)

For the many students, however, who enter their neighbourhood secondary school with unclear career goals, there would be decreased opportunity to learn of wider educational opportunities, decreased flexibility for changes to their program -- and a greatly reduced likelihood of leaving their friends and a "known" school environment to switch at a later grade level to the "unknown" environment of the specialized school. (School leaving statistics for many years in Hamilton show that almost twice the number of students leave school for employment as leave for post-secondary education.)

There is increased concern about the creation of first and second class schools, the elitism of the academic collegiate, the "labelling" of students, and the reinforcing of stereotypes which are sexual, cultural and economic -- instead of fostering a better understanding of other people.

Transportation problems will be created for students and for their families.

Students at the Grade 11 level would be much better suited to making the choice to attend such a specialized school.

Specialized schools may be more attractive if they operate at senior levels.

VI. Community

The community school would be retained for many students and their families. For some, however, they will have to by-pass their local school and travel longer distances. For them, the "community" concept is lost.

VII. Costs

There would be significant renovation costs in creating specialized vocational schools -- through creation of larger shop space, through relocation of equipment and its supportive services, and probably through increased awareness of the need to up-grade our existing equipment.

There would be no cost saving from school closure unless this model were combined with another.

There would likely be no saving through staff consolidation. (Presumably the academic schools will still retain Department Heads in Business and Technical.)

There may be future cost saving if the Technical shops in the academic schools need not be up-graded as frequently for literacy courses.

SUMMARY OF ADVANTAGES AND DISADVANTAGES OF THIS MODEL

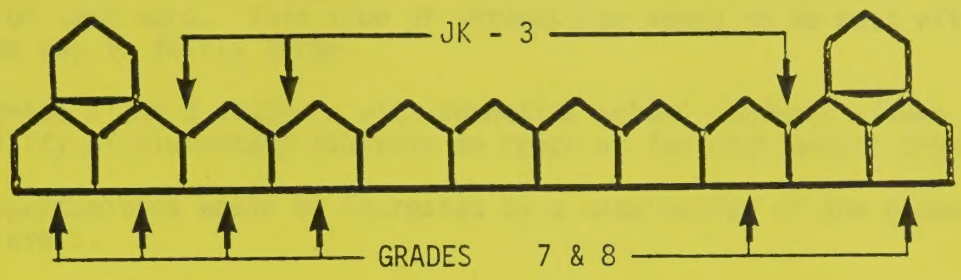
ADVANTAGES

- retains community schools, but in modified form
- makes available a stronger vocational program in two schools
- improved vocational staffing in the specialized schools
- possible future cost saving if vocational equipment in academic schools is up-dated less frequently
- possible to maintain most up-to-date equipment in the specialized schools

DISADVANTAGES

- considerable surplus space remains
- narrower education opportunities for those in academic schools
- small, non-vocational courses may still be lost
- increased staffing problems for literacy courses
- most staffing problems continue
- student resistance to leave their neighbourhood school
- creates first and second class schools and reinforces stereotypes
- significant renovation costs for specialized schools
- enrolment of grade 13 schools will be somewhat smaller
- no significant cost saving

MODEL 6

ACTION: ELEMENTARY-SECONDARY COMBINATIONS	

NOTE: This model could ease the overcrowding of elementary schools. It could operate only in certain areas of the city as traffic patterns permit.

- Include JK - 3 students in surplus space plans of secondary school buildings.
- Include grades 7 and 8 in some present composite schools.
- Create junior high schools - grades 7, 8, 9 and 10

I. Future Trends

Experience gained to date with elementary-secondary combinations indicates positive results when there is a considerable difference in the age span between the groups of students.

As space comes available in secondary schools, it should be made available to allow for the consolidation of small primary or junior schools.

In considering the possibilities of including grades 7 and 8 or forming junior high schools, this committee advises study of the North York action in consolidating schools and moving away from the intermediate concept.

II. Surplus Space

- regular classroom space in secondary school buildings would meet the needs of elementary students at both the junior and the senior level.
- surplus shop space could provide very effective accommodation for elementary industrial arts programs.
- extra gymnasium time in secondary could be scheduled for elementary students.
- this model would serve to alleviate over-crowding of some elementary schools but would create surplus space in other elementary schools.

III. Program

- many opportunities exist for secondary students to work with elementary students at all levels. Having them in the same building eases the scheduling of such work. This type of interaction seems to be most effective when the age gap is fairly large.
- mixing of grade 7 and 8 students with composite school students allows for the possibility of elementary students to reach up for high school credits.
- remedial opportunities would be increased by a combination of the elementary-secondary levels.
- small numbers will exclude operation of rotary program.

IV. Staffing

- in existing models there have been problems defining workloads, federation allegiance, administrative authority.
- such a plan provides opportunities for teaching experience at different levels.
- some modifications to staffing formula would be required.
- displacement of specialty teachers

V. Students

- senior elementary students would lose opportunities for leadership in the elementary school setting.
- if elementary students were greatly outnumbered, they might feel like second class citizens.
- problems of co-curricular participation would arise with 7, 8 - high school combinations

VI. Community

- concern from parents of students who are placed in surplus space. Concern that their students will not receive a full program.
- concern for the mixing of different age groups.
- concern about extra-curricular activities, smoking areas, dances, and their influence on younger students.
- concern about traffic patterns and distance for younger students to travel.

VII. Cost

- this plan involves very little building modification cost.
- most equipment and supplies would remain as fixed costs.
- there would be some cost in modifying classrooms for younger students.

SUMMARY OF THE ADVANTAGES AND DISADVANTAGES OF THIS MODEL

ADVANTAGES	DISADVANTAGES
. use of surplus space	. isolation of small groups
. interaction of both groups of students	. conflict of close age groups
. additional opportunities for staff to teach different grades	. some negative influences of older students on younger
. specialized facilities available to elementary students	. lack of leadership changes in smaller school situation
. enrichment opportunities	. co-curricular problems
. remedial opportunities	. federation affiliation will cause staffing and contract problems
. eliminate difficulties with traffic patterns	. differences between the administrative authorities within the school could create conflict.

It should be noted that the committee stands opposed to the creation of junior high schools or to the placing of small numbers of grade 7 and 8 students into a secondary school setting. It was felt that these students would be affected negatively by missing the benefits of the rotary system now available.

It was felt further that JK-3 combinations with secondary should be made only when there are cases of serious overcrowding in the elementary setting. When this is done, it should involve community planning and mutual study by the elementary and secondary teams involved.

MODEL 7

ACTION:

REALLOCATE SURPLUS SPACE TO ACCOMMODATE SPECIALIZED AND INNOVATIVE PROGRAMS

- Create a mixed model of education in schools to accommodate the wide variety of educational needs and the wide variety of staff talent within the system.
- Remove boundary restrictions to widen student and parent choices.
- Concentrate on the positive use of surplus space and revitalize the system.

I. Future Trends

In this modern society people with special interests will pursue these interests in different locations and will travel and relocate for the stimulation gained.

Standardization need not be an overriding objective of a system of education.

School size will vary and size is not the only important determinant of quality.

Diversity is an enriching quality and is recognized as such by society.

There is a growing strong attraction to alternative forms of schooling.

Schools in the public sector should lead the movement towards enriched quality of life by becoming more autonomous in philosophy and approach to learning.

Alternative environments for learning are being sought by many individuals who cannot learn in the large school system.

Staff responsibility accompanies autonomy.

II. Surplus Space

Surplus space in a system need not be a problem; rather it may be a benefit to allow the establishment of some needed alternative programs.

Available surplus space would vary from school to school and so would the size of the alternative programs.

Surplus space could accommodate both elementary and secondary programs.

More than one alternative program could be put into the same building.

III. Program

The existing composite schools would offer core program (Appendix A) and when space allowed extended specializations could be set up in particular areas.

The following are some examples for consideration:

- programs for the gifted
- concentration on the performing arts
- mathematics, science and technology emphasis
- computer - assisted learning
- remediation of basics
- intermediate studies (7-10)
- a senior high school (11-13)
- immersion French
- life skills emphasis
- business and technical studies
- co-op concentration
- athletic emphasis
- structure for multiple entries
- evening hours with regular full credit curriculum
- trimestered offerings
- quamestered offerings
- alter-ed structures
- authoritative structure
- K-13 school

Programs should be generated and built upon the strengths of the staff and facilities available in the school where the space occurs. The philosophy of the principal and the staff would determine the program.

IV. Staffing

Staffing ratios need not change for operation of most of these programs.

Such variety of educational programs would allow opportunities for creative expression by staff.

Initiative would be stimulated and true specialization made possible.

Volunteers from the community with special skill interests could be blended into these programs.

School committees would be set up to operate such programs and one of their functions would be staff selection.

V. Students

- concentration of those with special interests and skills.
- opportunities to go to schools and programs of their choice.
- relevant and personalized programs.
- selection procedures needed.
- scheduling techniques must be studied.
- potential improvement in attitude to learning.

VI. Community

- the neighbourhood school convenience would be lost for some.
- there would be the gain of a qualitative concept of community based on program.

VII. Cost

- some savings on equipment and supplies by consolidating programs.
- recommend use of a per capita budgeting system because of different size classes.
- some start up costs would be involved.

SUMMARY OF THE ADVANTAGES AND DISADVANTAGES OF THIS MODEL

ADVANTAGES	DISADVANTAGES
. retention of facilities	. curriculum revision
. enrichment of program	. additional program planning
. accommodation of special interests	. additional counselling and program co-ordination
. alternative programs - variety	. staffing of additional programs
. use of surplus space	. travel for students
. skill and career emphasis	. fragmentation
. better use of staff specialists	. no cost saving

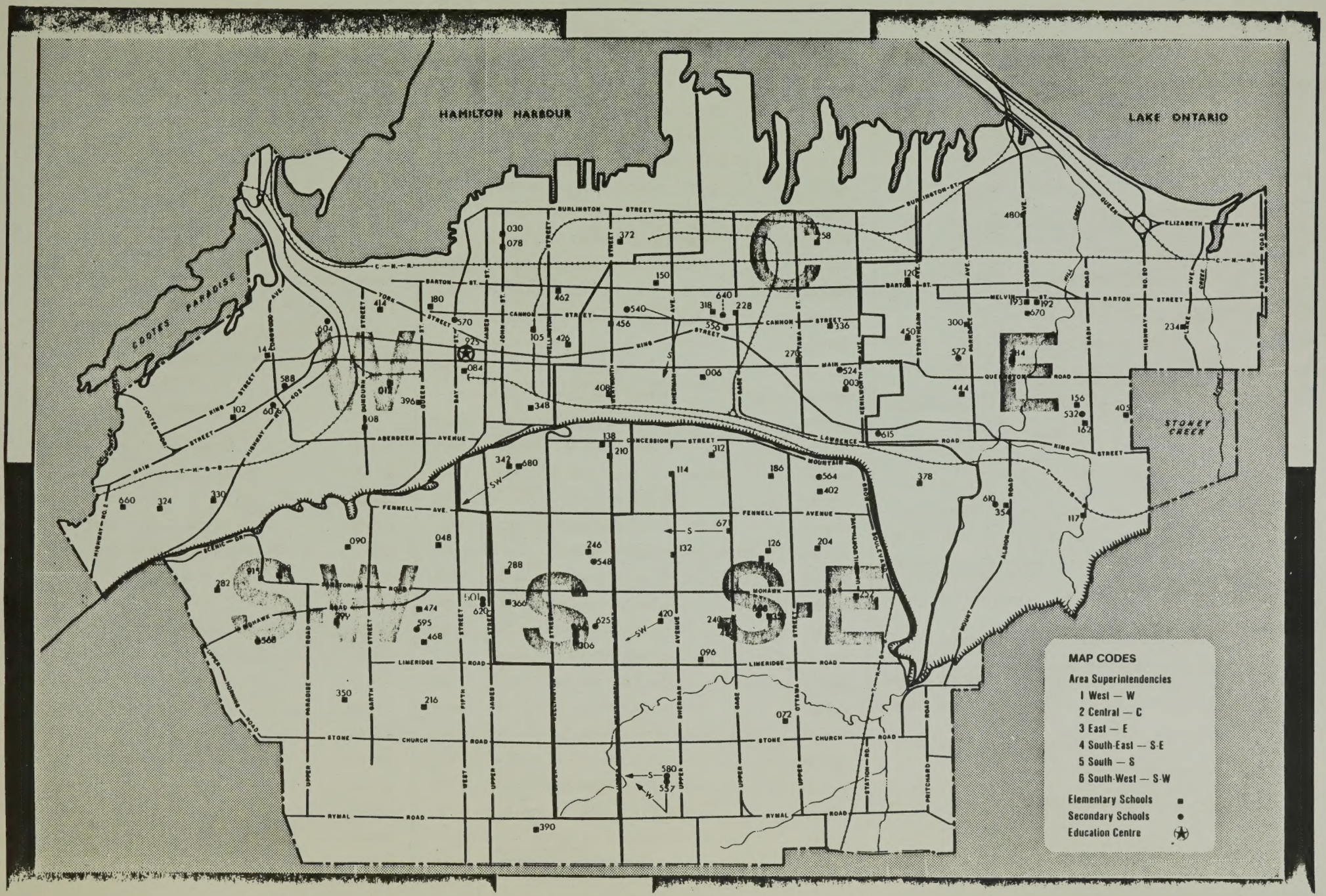
The previous six models are mainly reactive to the times and attempt to cut costs and eliminate surplus space. This model is proactive and makes suggestions for enriching the eductional experience in Hamilton schools and providing specialized programs of varying sizes in different locations.

SCHOOL LOCATION MAP and DIRECTORY

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

100 Main Street West, Hamilton, Ontario, L8N 3L1 P.O. Box 558 Telephone 527-5092

Revised July, 1982



Map Code

(W)-925 **THE EDUCATION CENTRE** (For Department Listings see "Education Centre Telephone Directory") 527-5092

ELEMENTARY SCHOOLS

C-003 **A.M. CUNNINGHAM**, 100 Wexford Ave. S., L8K 2N8 544-7771
C.J. Burnell

C-006 **ADELAIDE HOODLESS**, 71 Maplewood Ave., L8M 1W7 549-1339
D.W. Ward, Principal; D. Cole (Mrs.), Vice-Principal

W-012 **ALLENBY**, 357 Hunter St. W., L8P 1S6 525-8282
K. Flegg

W-030 **BENNETTO**, 444 Hughson St. N., L8L 4N5 526-7666
D.C. Collins

SW-048 **BUCHANAN PARK**, 30 Laurier Ave., L9C 3R9 387-5212
R.A. Wilson

S-066 **CARDINAL HEIGHTS**, 70 Bobolink Rd., L9A 2P5 385-5344
M.J. Curtis

SE-072 **CECIL B. STIRLING**, 340 Queen Victoria Drive, L8W 1T9 385-5374
L.H. Outram, Principal; S. Thompson, Vice-Principal

W-078 **CENTENNIAL**, 47 Simcoe St. E., L8L 3N2 528-6247
L.C. Evans (Miss)

W-084 **CENTRAL**, 75 Hunter St. W., L8P 1P9 522-9690
K. Flegg

SW-090 **CHEDOKE**, 500 Bendamere Ave., L9C 1R3 388-5834
C.J. Reid, Principal; M.J. Scholdonat (Mrs.), Vice-Principal

SE-096 **COMELY**, 771 Limeridge Rd. E., L8W 1A4 385-7879
G.M. Massey

W-102 **DALEWOOD**, 1150 Main St. W., L8S 1C2 528-8631
W. Forde

W-105 **DR. J. EDGAR DAVEY**, 99 Ferguson Ave. N., L8R 1L6 522-2175
R.G. McPherson

W-108 **EARL KITCHENER**, 300 Dundurn St. S., L8P 4L3 528-0223
O.A. Burlanyette

SE-114 **EASTMOUNT PARK**, 155 East 26th St., L8V 3C5 385-6143
J.N. Elliott

E-670 **EASTVIEW**, 6 Heath St., L8H 3Y5 547-2066
D.P. Babcock

E-117 **ELIZABETH BAGSHAW**, 50 Albright Rd., L8K 5J3 561-9520
J.C. Forbeck, Principal;
C.S. Boecker and R.L. Irvine, Vice-Principals

E-120 **FAIRFEILD**, 1501 Barton St. E., L8H 2X3 544-2932
J.A. Vineberg (Miss)

W-660 **FAIRVIEW**, 150 Lower Horning Rd., L8S 4P2 525-2140
J.M. Calderwood (Miss)

SE-126 **FERNWOOD PARK**, 780 Ninth Ave., L8T 2A8 383-3364
L.A. Bell, Principal; D. Scarrow, Vice-Principal

SE-132 **FRANKLIN ROAD**, 500 Franklin Rd., L8V 2A4 388-4731
W.G. Thomas

S-138 **GEORGE L. ARMSTRONG**, 460 Concession St., L9A 1C3 385-5337
A.H. Cranbury

W-144 **GEORGE R. ALLAN**, 900 King St. W., L8S 1K6 522-0601
P.C. McCarroll

C-150 **GIBSON**, 601 Barton St. E., L8L 2Z8 544-0542
K.W. Wallace, Principal

E-156 **GLEN BRAE**, 50 Secord Drive, L8K 3W7 560-6732
R.R. Ito

E-162 **GLEN ECHO**, 140 Glen Echo Drive, L8K 4J1 560-6630
K.A. Drake

SE-174 **HAMPTON HEIGHTS**, 771 Tenth Ave., L8T 2G4 387-0411
L.A. Bell, Principal; D. Scarrow, Vice-Principal

W-180 **HESS STREET**, 107 Hess St. N., L8R 2T1 527-1439
C.W. Scott

SE-186 **HIGHVIEW**, 1040 Queensdale Ave E. L8T 1J4 385-2341
M.L. Thomson

E-192 **HILLCREST**, 460 Melvin Ave., L8H 2L7 549-3076
J.M. Hewitt, Principal

E-193 **HILLSDALE**, 40 Eastwood St., L8H 6R7 549-6886
K.E. Shoesmith

SW-198 **HOLBROOK**, 450 Sanatorium Rd., L9C 2B1 385-5360
W.J. Russell (MacNab; 388-5856)

SE-204 **HUNTINGTON PARK**, 80 Kingslea Drive, L8T 4A5 383-3305
G.M. Graham

S-210 **INVERNESS**, 402 Upper Wentworth St., L9A 4T5 383-3366
I.D. McNaughton

SW-216 **JAMES MacDONALD**, 200 Chester Ave., L9C 2X1 385-3267
D.G. Mogg

C-228 **KING GEORGE**, 77 Gage Ave. N., L8L 6Z8 549-2224
G.L. Willett

E-234 **LAKE AVENUE**, 157 Lake Ave. N., Stoney Creek, L8E 1L5 561-0402
K.R. Kemp, Principal; J.R. Stewart, Vice-Principal

SE-240 **LAWFIELD**, 175 Berko Ave., L8V 2R5 387-0062
B.I. Wallace, Principal; P.C. Gillie (Miss), Vice-Principal

S-246 **LINDEN PARK**, 4 Vickers Rd., L9A 1Y1 385-8360
M.E. Quinn

SE-252 **LISGAR**, 110 Anson Ave., L8T 2X6 389-1309
F.E. Farley

C-258 **LLOYD GEORGE**, 360 Beach Rd., L8H 3K4 544-1492
A.C. Scott

C-270 **MEMORIAL**, 1175 Main St. E., L8M 1P3 549-3095
J.D. Moyer, Principal; L.R. Scott (Mrs.), Vice-Principal

SW-282 **MOUNTVIEW**, 59 Karen Crescent, L9C 5M5 388-1677
L.J. Foster

S-288 **NORWOOD PARK**, 165 Terrace Drive, L9A 2Z2 385-5307
J.D. Diverty

E-300 **PARKDALE**, 139 Parkdale Ave. N., L8H 5X3 545-6216
W.B. Kuhn

S-306 **PAULINE JOHNSON**, 25 Hummingbird Lane, L9A 4B1 388-1761
A.E. Windsor

SE-312 **PEACE MEMORIAL**, 75 East 36th St., L8V 3Z2 385-1644
S.J. Hildreth (Ms.)

C-318 **PRINCE OF WALES**, 40 Lottridge St., L8L 6T9 544-3379
J.C. Ruddle, Principal; D.R. Trimble, Vice-Principal

W-324 **PRINCE PHILIP**, 125 Rifle Range Rd., L8S 3B7 527-6512
R.D. Allan

W-330 **PRINCESS ELIZABETH**, 235 Bowman St., L8S 2T9 522-0173
R.D. Allan

C-336 **QUEEN MARY**, 1292 Cannon St. E., L8H 1V6 547-0321
R. Hopkins, Principal; G.B. Goodale, Vice-Principal

S-342 **QUEENSDALE**, 67 Queensdale Ave. E., L9A 1K4 387-5744
R.E. Rabjohn

W-348 **QUEEN VICTORIA**, 201 Walnut St. S., L8N 2M2 522-9347
S.F. Tabbert

SW-350 **R.A. RIDDELL**, 200 Cranbrook Dr., L9C 4S9 387-3350
G.L. Cooper, Principal; L.G. Evans, Vice-Principal

E-354 **RED HILL**, 300 Albright Rd. L8K 5J4 561-1690
W.M. Ferrier

SE-358 **RICHARD BEASLEY**, 80 Currie St., L8T 3M9 387-5655
A.W. Puchalski

S-366 **RIDGEMOUNT**, 65 Hester St., L9A 2N3 383-4432
M.E. Quinn

W-372 **ROBERT LAND**, 460 Wentworth St. N., L8L 5W8 527-1563
J.R. Carey

C-378 **ROSEDALE**, 25 Erindale Ave., L8K 4R2 549-4233
C.J. Burnell

E-384 **ROXBOROUGH PARK**, 20 Reid Ave. N., L8H 6E1 544-8821
G.E. Hobson

SW-390 **RYCKMAN'S CORNERS**, 80 Springside Drive, L9B 1M7 383-7611
J.M. Watt

W-396 **RYERSON**, 222 Robinson St., L8P 1Z9 528-7975
J.W. Reid

SW-399 **SENECA**, 10 Abbington Drive, L9C 4R3 385-3241
R.D.M. Carle

SE-402 **SHERWOOD HEIGHTS**, 105 High St. L8T 3Z4 383-5621
L.C. Frosch

E-405 **SIR ISAAC BROCK**, 130 Greenford Drive, Stoney Creek, L8G 2G8 561-0814
J.F. Illman

SW(S)-680 **SOUTHVIEW**, 205 Queensdale E., L9A 1L1 383-1452
M. Law (Mrs.)

C-408 **STINSON STREET**, 180 Grant Ave., L8N 2Y1 528-0119
P.T. Dear

W-414 **STRATHCONA**, 99 Strathcona Ave. N., L8R 3C1 527-2470
G.J. Mair (Miss)

SE(SW)-420 **THORNBRAE**, 256 Thorner Drive, L8V 2M7 387-5887
J.M. Watt

W-426 **TWEEDSMUIR**, 50 Victoria Ave. N., L8L 5E4 522-9276
T.J. Buttle

SE-436 **VERN AMES**, 205 Berko Ave., L8V 2R3 389-9883
G.M. Massey

S(SE)-671 **VINCENT MASSEY**, 155 Macassa Ave., L8V 2B5 383-3368
K.M. Rebalski (Mrs.)

E-444 **VISCOUNT MONTGOMERY**, 1525 Lucerne Ave., L8K 1R3 544-5670
A.F. Hannay

E-450 **W.H. BALLARD**, 801 Dunsmure Rd., L8H 1H9 547-1689
J.A.N. Dowall, Principal; R.D. Watson, Vice-Principal

C-456 **WENTWORTH STREET**, 75 Wentworth St. N., L8L 5V5 528-8526
K.M. Hall

W-462 **WEST AVENUE**, 255 West Ave. N., L8L 5C8 527-4236
G.E. Birch

SW-468 **WESTVIEW**, 60 Rolston Drive, L9C 3X7 388-1502
O.R. Reynolds

SW-474 **WESTWOOD**, 9 Lynbrook Drive, L9C 2K6 383-2143
M.A. Pipe

E-480 **WOODARD**, 575 Woodward Ave., L8H 6P2 545-8819
D.M. Oliphant

SECONDARY SCHOOLS

W-604 **AGNES MACPHAIL**, 100 Macklin St. N., L8S 3S1 528-8895
K.R. Coltart (Miss), Principal

W-607 **AINSLIE WOOD**, 1015 Main St. W., L8S 1A7 527-4401
E. Lowrey, Principal

E-610 **ALBION**, 350 Albright Rd., L8K 5J4 561-1220
W.G. Horvath, Principal

SW(C)-501 **ALTERNATIVE EDUCATION PROGRAM/SCHOOL**
60 Caledon Ave., L9C 3C8 385-4144
O.M. Lawrence (Miss), Program Leader

SE-508 **BARTON**, 75 Palmer Rd., L8T 3G1 389-2234
G.E. Walls, Principal; P.R. Simpson, Vice-Principal

E-615 **BRIARWOOD**, 1842 King St. E., L8K 1V7 549-9722
M.J. Sager (Miss), Principal

SW-620 **CALEDON**, 60 Caledon Ave., L9C 3C8 388-2521
M.E. Kilby, Principal

S-625 **CRESTWOOD**, 50 Millwood Place, L9A 2M8 383-3371
A.A. VanFleet, Principal

C-524 **DELTA**, 1284 Main St. E., L8K 1B2 549-3031
M. Chantrell (Miss), Principal; L. Aurini, Vice-Principal
W.R. Cooke, Vice-Principal

W(SE)-557 **GEORGES P. VANIER**, 50 Acadia Drive, L8W 1B8 387-6928
R.C. Lavoie, Principal

E-532 **GLENDALE**, 145 Rainbow Drive, L8K 4G1 560-7343
C.E. Lewis, Principal; R. Williamson, Vice-Principal
J. Wilson, Vice-Principal

S(C)-540 **HAMILTON COLLEGIATE INSTITUTE**,
149 Sanford Ave., N. L8L 5Z4 525-5600
J.H. Russell, Principal

S-548 **HILL PARK**, 465 East 16th St., L9A 4K6 385-3257
F.J. Kelly, Principal;
A.M. Robertson (Mrs.), Vice-Principal; L.G. Swan, Vice-Principal

C-640 **PARKVIEW**, 60 Balsam Ave. N., L8L 6Y3 545-5879
R. Zavitz, Principal

C-556 **SCOTT PARK**, 1055 King St. E., L8M 1E2 547-2574
R.C. Leedale, Principal; D. Lowden, Vice-Principal

SE-564 **SHERWOOD**, 25 High St., L8T 3Z4 383-3377
J.E. Laxton, Principal; D. Roppel, Vice-Principal

SW-568 **SIR ALLAN MacNAB**, 145 Magnolia Dr., L9C 5P4 383-3337
G.B. Carruth, Principal;
P. Murphy, Vice-Principal; D.S. Plant, Vice-Principal

W-570 **SIR JOHN A. MACDONALD**, 130 York Blvd., L8R 1Y5 528-8363
C.B. Pounder, Principal;
R.G. Knuckle, Vice-Principal; R.D. McQueen, Vice-Principal

E-572 **SIR WINSTON CHURCHILL**, 1715 Main St. E., L8H 1E3 547-6415
W.A. Woodland, Principal;
G. Perrault, Vice-Principal; D.F. Thorne, Vice-Principal

S(SE)-580 **SOUTHMOUNT**, 50 Acadia Drive, L8W 1B8 389-2251
S. Oneschuk, Principal

W-588 **WESTDALE**, 700 Main St. W., L8S 1A5 522-1387
J.D. Watson, Principal;
S.H. Coombs, Vice-Principal; J. Mattys, Vice-Principal

SW-595 **WESTMOUNT**, 39 Montcalm Drive, L9C 4B1 383-5395
N.J. Maxwell, Principal;
M.P.J. O'Connor, Vice-Principal; E.M. Rummey, Vice-Principal

OUTDOOR EDUCATION CENTRES

CHRISTIE (Call before 9:30 or at 15:00) 527-1453
(W)-144 **GLEN ROAD** (Call before 9:30 or at 12:00) 522-0793

SW-915 **CEREBRAL PALSY CENTRE**, Santorium Rd., ... 383-4848
(For information call 527-5092 Ext. 340)

APPENDICES

A. SUGGESTED CORE PROGRAM
B. SUMMARY OF RECOMMENDATIONS OF EARLIER STUDIES
C. MIDDLE SCHOOL REPORT ("H.P.A. RESPONSE TO S.E.R.P.")
D. SUB-COMMITTEE ON COMMUNITY CONCERNS
E. SUB-COMMITTEE ON ALTERNATIVE SCHOOL ORGANIZATION
F. SUB-COMMITTEE ON SCHOOL FACILITIES
G. SUB-COMMITTEE ON STAFF
H. SUB-COMMITTEE ON PROGRAM
I. RESEARCH DEPT. SCHOOL ENROLMENT PROJECTIONS TO 1993

APPENDIX "A"

TABLE I - SUGGESTED MINIMUM CORE PROGRAM FOR ANY COMPOSITE SCHOOL

	9	10	GRADES 11 & 12	
ART	AR101	AR201	AR301	AR401
BUSINESS	BU101 TY101	TY201 AC201	AC351 OC341 CL341 CC341	MK341 MM341 OC441 BM441 PRACTICE OFFICE GEN. ENDORSEMENT
ENGLISH	EN151/141 EN131	EN251/241 LD201	EN351/341 LD301	EN451/441 LD401
			TWO OF:	
FAMILY STUDIES	FS101	FS201	FS301	FS401
GEOGRAPHY	GE101	GE251/241	GE352/341	GE452/442
HISTORY	HY151/141	HY251/241	HY351/341 MN341	HY451/441
LANGUAGES	FR151	FR251	FR351	FR451
MATHEMATICS	MA151/141 MA131	MA251/241 MA231	MA351/341 CC351	MA451/441
MUSIC	MU101	MU201	MU301	MU402
PHYSICAL EDUCATION	PH101/102	PH201/202	PH301/302	PH401/402
SCIENCE	SC101	SC251/241	PY351/341	CH451/441
TECHNICAL	TE101/102 OR TE103/104	1 LITERACY CREDIT	1 LITERACY CREDIT	1 LITERACY CREDIT

PER SUBJECT PER GRADE

PLUS

2 SPECIALIZATION PACKAGES

TABLE II - SUGGESTED "EXPANDED CORE" PROGRAM

	9	10	GRADES 11 & 12	
ART				
BUSINESS			CC352 SH341/2 SCH.STORE SPEC.ENDORSE.	AC441 SH441/2 TC441 MM441 MK441/2 CC452
ENGLISH			TA341	TA441
FAMILY STUDIES			FS402	
GEOGRAPHY			GE351/341	GE451/441
HISTORY				PO441 EC441
LANGUAGES		GR251 LA251	GR351 LA351	GR451 LA451
MATHEMATICS				CC451
MUSIC				
PHYSICAL EDUCATION				
SCIENCE			BY351/341	
TECHNICAL		← 3 SPECIALIZATION PACKAGES →		

TABLE III - "SPECIALIZED" COURSES

	9	10	GRADES 11 & 12	
ART			AR302	AR402
			VISUAL ARTS SPECIALIZATION (JAM)	
BUSINESS EDUCATION				
ENGLISH	ENRICHMENT	ENGLISH (WDL)		EN452
				FE402
FAMILY STUDIES				FS403
			FASHION ARTS (JAM)	
			DENTAL ASSISTANTS (SAM)	
GEOGRAPHY				
HISTORY				
LANGUAGES			IT351	IT451
MATHEMATICS			ENRICHMENT MATH (WDL)	
MUSIC	MU103	MU203	MU303	MU403
		MU204	MU304	MU404
PHYSICAL EDUCATION				
SCIENCE			SC341	CH401
TECHNICAL			ENVIRONMENTAL SYSTEMS (SHER)	
			INSTRUMENTATION (SWC)	
			MATERIALS & PROCESSES (SAM)	
			PLUMBING (DELTA)	

APPENDIX "B"

AUGUST, 1982

A SUMMARY OF RECOMMENDATIONS OF EARLIER STUDIES

1. Headmasters' Committee - June, 1982
2. Supervisors' Report - May, 1982
   ("Quality Education and Declining Enrolment")
3. "Accommodation Analysis" Report - June, 1982

HEADMASTERS' COMMITTEE

June, 1982

SUMMARY OF RECOMMENDATIONS

1 - It is recommended that when the student population of a composite secondary school declines to 800 students a closure review process be initiated. This review process may very well extend beyond the school in question and encompass neighbouring schools or even the entire Hamilton system.

2 - Until such time as S.E.R.P. recommendations are adopted and implemented it is recommended that the grade 13 program in Hamilton be retained in two separated facilities - one on the mountain and one below.
Once the combined grade 13 population drops to 800, it is recommended that it be retained in one separated facility.

3 - It is recommended that the present practice with regard to student boundaries be retained - i.e., student transfers would still be permissible on the authorization of the sending principal.

4 - It is recommended that Headmasters, in conjunction with senior management, review the administrative structure needed in our schools and thereby adjust the allotment of non-teaching personnel and non-teaching time which may be deemed necessary to maintain an appropriate administative team within economic constraints.

5 - It is recommended that O.S.S.T.F. and the officials of the Board of Education negotiate a change in staffing formula so as to address the particular needs of smaller schools.

6 - We recommend that consolidation of programs must commence as soon as possible.

7 - When declining enrolment begins to adversely affect our specialty programs in individual schools, Headmasters recommend the clustering of specialties within a group of neighbouring schools.

8 - It is recommended that as a school population approaches the 800 range its administration should consider variations in timetable structures.

9 - It is recommended that in Hamilton a consolidation review process be initiated for a vocational secondary school once its population has declined to 200 students. Such a review process should incorporate an evaluation of the combined Agnes Macphail and Ainslie Wood co-educational school.

#10 - It is recommended that courses be adopted which will appeal to adult re-entry students.

#11 - It is recommended that the Business panel be requested to submit to the coordinating committee on declining enrolment a cost savings study to illustrate the actual savings that would be realized by the closing of a secondary school.

#12 - Headmasters recommend intensive exploration of creative ways of using available surplus space in secondary schools. It is recommended that the accommodation committee consult with Headmasters to establish ratings of school buildings according to contract limitations.

#13 - It is recommended that after the Headmasters' Committee on preserving quality education has made its presentation to Academic Council and subject supervisors it be given the opportunity to make this same presentation directly to the coordinating committee of the secondary school study.

May, 1982

SUPERVISORS' REPORT

REVIEW PROCESS RECOMMENDATIONS

1. THAT REVIEW PROCEDURES BE INITIATED IMMEDIATELY IN EACH SECONDARY SCHOOL TO EXAMINE THE EFFECTS OF DECLINING ENROLMENT ON PROGRAM VIABILITY.

2. THAT SIMILAR REVIEW PROCEDURES BE INITIATED AT THE AREA AND SYSTEM LEVELS UNDER AREA SUPERINTENDENTS AND THE SUPERINTENDENT RESPONSIBLE FOR CURRICULUM.

3. THAT THESE REVIEW PROCEDURES RESULT IN FIVE YEAR PROJECTIONS SUBJECT TO THE AVAILABILITY OF DATA.

4. THAT ANNUAL REVISIONS BE MADE TO THESE REPORTS.

5. THAT THE SYSTEM REVIEW PROCESS RESULT IN A SET OF LONG RANGE PLANS FOR THE BOARD WITH RESPECT TO ACCOMMODATION, BUDGET, STAFFING, TEACHER NEGOTIATIONS, STAFF DEVELOPMENT AND CURRICULUM.

SCHOOL CONSOLIDATION RECOMMENDATIONS

1. THAT AT LEAST 4 SECONDARY SCHOOLS BE CLOSED.

2. THAT THE CHOICE OF THESE SCHOOLS FOLLOW A DETAILED SYSTEM AND SCHOOL REVIEW PROCESS.

3. THAT, DURING THE REORGANIZATION OF SCHOOLS AS RECOMMENDED ABOVE, SCHOOL BOUNDARIES BE REMOVED TO PERMIT STUDENTS ACCESS TO PROGRAMS CONGRUENT WITH THEIR INDIVIDUAL NEEDS.

4. THAT THE GRADE 13 PROGRAM BE CONCENTRATED INTO 4-5 COMPOSITE SECONDARY SCHOOLS.*

5. THAT THE DESIGNATION OF COMPOSITE SECONDARY SCHOOLS BE MADE FOLLOWING A THOROUGH SCHOOL AND SYSTEM REVIEW PROCESS TAKING INTO ACCOUNT FACTORS SUCH AS THE NATURE OF THE COMMUNITY, THE NEEDS OF THE STUDENTS, A GEOGRAPHIC BALANCE ACROSS THE CITY, PROGRAMS IN OTHER AREA SECONDARY SCHOOLS, ETC.

6. THAT THE 4-5 SECONDARY SCHOOLS WITH GRADE 13 MAINTAIN THEIR "COMPOSITE" NATURE BY PROVIDING FULL ACADEMIC PROGRAMS AND SPECIALIZED BUSINESS AND TECHNICAL PROGRAMS.*

7. THAT THE REMAINING 4-5 SECONDARY SCHOOLS REMAIN "COMPOSITE" IN NATURE BY MAINTAINING AN ACADEMIC PROGRAM TO THE END OF GRADE 12 AND PROVIDING BROAD BUSINESS AND TECHNICAL PROGRAMS INCLUDING SPECIALIZATIONS.

8. THAT THE DIRECTOR CAUSE A STUDY TO BE MADE CONCERNING THE VIABILITY OF OTHER ALTERNATIVE SECONDARY SCHOOLS OR PROGRAMS.

* MANY SUPERVISORS SUPPORT THE GRADE 13 CONCEPT FROM A PROGRAM POINT OF VIEW BUT IF STUDIES INDICATE THAT CLOSURE OF THESE SCHOOLS IS A POLITICAL NECESSITY, THE SUPERVISORS WOULD NOT OPPOSE IT.

PROGRAM CONSOLIDATION RECOMMENDATIONS

1. THAT THE BOARD ADOPT THE REDEFINITION OF "COMPOSITE" WITH RESPECT TO ORGANIZATION (SYSTEM, AREA, SCHOOL) AND PROGRAM (SCHOOL CORE, EXPANDED SCHOOL CORE, SPECIALIZATIONS, CONCENTRATIONS, ALTERNATIVES).

2. THAT THE REVIEW PROCESSES FOR THE SYSTEM, AREAS AND SCHOOLS UTILIZE THE REDEFINED "COMPOSITE PROGRAM" FOR LONG TERM CURRICULUM PLANNING.

3. THAT SCHOOL ADMINISTRATORS UTILIZE INDIVIDUAL SUBJECT CONSOLIDATION PROCEDURES (APPENDIX C) FOR SHORT TERM CURRICULUM PLANNING.

4. THAT CURRICULUM SUPERVISORS PARTICIPATE IN THE THREE LEVELS OF DECISION-MAKING, SHARE ACCOUNTABILITY FOR, SUPPORT AND ACCEPT THE FINAL PROGRAM DECISIONS OF EACH LEVEL REGARDLESS OF THE DIRECTIONS THOSE DECISIONS TAKE.

5. THAT VARIOUS CURRICULUM SUPERVISORS CONTINUE THEIR ATTEMPT TO REDEVELOP, DELETE AND RECOMBINE THE CONTENTS OF PARTICULAR COURSES.

6. THAT THE SUPERINTENDENT AND SUPERVISORS CONTINUE TO NEGOTIATE WITH THE MINISTRY TO ATTEMPT GUIDELINE CONSOLIDATIONS.

7. THAT THE SUPERVISORS AND PRINCIPALS INVESTIGATE THE USE OF TWO-ENDED COURSE CODES WITH REGARD TO OPTION SHEETS, INSTRUCTIONAL METHODOLOGY, AND REPORT CARDS.

STAFF CONSOLIDATION RECOMMENDATIONS

*

1. THAT THE BOARD DIRECT ITS OFFICIALS TO DEVELOP A SET OF LONG RANGE GOALS AND STRATEGIES CONCERNING THE MANAGEMENT OF PROGRAM, STAFF AND FACILITIES DURING A PERIOD OF DECLINING ENROLMENT.

* Specific recommendations may be found in the complete report.

"ACCOMMODATION ANALYSIS" REPORT

June, 1982

RECOMMENDATIONS FOR THE LOWER CITY

1. Make Scott Park the site of a Grade Thirteen school.
2. Transfer Scott Park students to Delta and Sir John A. Macdonald.
3. Revise the lower city boundaries.

RATIONALE

(a) Utilize H.C.I. building to accommodate pupils of Gibson and Wentworth Street schools. Close those two buildings.

(b) House Grade Thirteen students on the fourth and fifth floors of Scott Park (450±).

(c) Close King George and/or Prince of Wales and accommodate the elementary pupils on the lower two or three floors of Scott Park.

(d) Consolidate the program offerings of the remaining composite secondary schools based on a student enrolment of 1000.

ADVANTAGES

(i) Composite program can be offered in all schools.

(ii) Scott Park is central in location and accessible by public transportation.

(iii) Changes, as effected at Elizabeth Bagshaw, can be made to meet the needs of elementary students.

(iv) Older buildings, if desired, can be phased out while still enabling each community access to both elementary and composite secondary schools.

(v) All composite secondary schools below the escarpment will remain at or near the 1000 enrolment mark into the 1990's.

RECOMMENDATIONS FOR THE UPPER CITY

4. Make Hill Park the size of a Grade Thirteen school.

5. Transfer Hill Park students to Westmount, Sherwood and Barton, as appropriate.

6. Revise the upper city boundaries.

RATIONALE

(e) Utilize the Southmount building to accommodate grades 6, 7 and 8 from C. B. Stirling. Vanier will remain as presently housed.

(f) House Grade Thirteen students at Hill Park.

(g) Close Linden Park and place the school in Hill Park.

(h) Remove the portables from C. B. Stirling site.

(i) Place the K-5 schools in the existing C. B. Stirling, thus giving full and easy access to gymnasium, washroom, etc., to all pupils.

ADVANTAGES

(vi) One of the most crowded elementary schools would be relieved of the portable situation.

(vii) Composite program can be offered in all schools.

(viii) Hill Park is central in location and accessible by public transportation.

(ix) One of our smallest public schools could be closed, or used completely by the Media Services department.

"Accommodation Analysis" Report - cont'd

Alternate use of Hill Park might be made by combining Cardinal Heights and Norwood Park and place this new senior school in a wing of Hill Park. Facilities, as at Bagshaw are extensive and could be easily updated to meet the needs of a senior school. Cardinal Heights might, in future, become a full French Immersion school. Pauline Johnson could become K-5 for English speaking students.

CONCLUSION

If these recommendations are accepted, all our composite secondary schools would still contain 1000+ students by 1990-1991. We would be making use of our facilities and resources effectively. Centrality of our neighbourhood schools and accessibility to the two Grade Thirteen schools would be realized. Composite program would be provided in schools of populations of 1000 ± students and, hence could be fully comprehensive. Such a reorganization of other resources would also permit the retirement of older facilities, the correction of overcrowding and the mothballing of unused locations.

APPENDIX "C"

H.P.A. RESPONSE TO THE SECONDARY EDUCATION REVIEW PROJECT

& SECONDARY EDUCATION IN HAMILTON 1980-90

For the past 40 years, Hamilton has had an exemplary record in the education of the emerging and early adolescent student.

Some possible solutions to Secondary School enrolment problems contained in each of the above reports clearly have threatening implications for the "middle school years" which have been heretofore unquestionably within the sphere of the elementary school system. H.P.A. strongly urges our administration to maintain Grades 7 & 8 within the elementary panel, physically and pedagogically separated from the secondary school. Furthermore, H.P.A. requests support in advancing the established Middle School (Grades 6, 7, 8) concept in Hamilton, a timely and natural outgrowth of the historic Hamilton Senior Public School.

It is the contention of H.P.A. that the very unique needs and interests of emerging adolescents will be better served and safeguarded in the Middle Schools than in the Secondary Schools - no less so than if and when Grade 13 is eliminated and curriculum compression results.

In support of H.P.A.'s position re the emerging and early adolescent in Middle School, recent research and developments cannot be ignored.

Educational Consultants of Canada (1975)	The Middle School should be neither elementary nor secondary but a distinctive phase between the two.
Forbes, (1968)	Middle School programs stemmed from medical research validating the increasingly earlier onset of pubescence (which) is occurring on the average of one-and-a-half to two years earlier than was true twenty years ago.
H. L. Henderson, Middle School, Research & Resource Centre, Ohio	At no time in one's lifespan, except in the very first year of life, is the individual (age 10-14) confronted with such an array of sociological, physiological and psychological concerns.
H. T. Epstein, Brandies University, Massachusetts	Ages 12 to 14 is a plateau period in brain growth with very little development taking place in most typical educational settings. This is a time to increase the direct experience base of the student through direct exposure to nature, science, people, work, etc. It is time to further develop the skills area of emerging competencies. Be aware of reasoning limitations.
C. F. Toepfer State University of New York, Buffalo	The middle school continues to be the fastest growing format of school organization in the (U.S.)

Lounsbury & Vars (1978)	The early adolescent is concerned about value formation. His focus is upon becoming.
Paul George	The most significant stage in moral reasoning and development comes at adolescence.
C. F. Toepfer	Changes in the traditional family structure, the dropping nutritional level of the daily food intake of the adolescent, and the increasing permissiveness in the home and neighbourhood are adding great additional stress to early adolescents at the most stressful point in their lives.

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Ginsberg, H. and Opper, S.: Piaget's Theory of Intellectual Development, New Jersey: Prentice-Hall Inc., 1970.

F.W.T.A.O.: The F.W.T.A.O. Response to the Secondary Education Review Project, January, 1982.

Mitchell, John J.: Adolescent Psychology, Toronto: Holt, Rinehart and Winston, 1979.

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THE MIDDLE SCHOOL STUDENT

There are very strong arguments for keeping the early adolescents (ages 11-14, grades 6-8) together in their own separate school environment. They are at a unique and significant stage in their physical, intellectual, emotional and social growth, striving for independence, personal identity, and feelings of confidence and worth; and are therefore better away from both their juniors, who have little to offer to their personal development; and from their seniors, who dominate the secondary schools. Where students from grades 7 to 12/13 have been housed together, those at the lower levels have been left in a holding pattern until such time as they have developed the stamina, skills, and maturity to assume the dominant roles in their turn.

The literature regarding the educational needs of this age group supports:

1. a developmental skills program that provides both separate and context teaching of reading and related communication skills for all pupils. Oral communication and listening, which may be the most needed as well as the most neglected skills, must be major components of the program.
2. a definite curriculum commitment to, and a plan for dealing with, the affective aspects of education which include attitudes, self-concepts, and personal values - the real determinants of behaviour.
3. a clear recognition of the social needs of early adolescents through both in-class and out-of-class activities. To early adolescents, the school is a social institution where they can act our their developing roles as social beings, young men and women in the making. The organized educational program should assist and support this socialization rather than suppress it, counter it, or try to restrict it to time between classes.

4. an extensive program of enrichment, exploratory and interest classes or activities which include visual arts, music, family studies and industrial arts, short-term interest-centred mini-courses, independent study opportunities and other enrichment options to serve the creative needs and adventuresome inclinations of early adolescents.
5. a comprehensive program of health and physical education to assist transescents in understanding the nature and varying rates of physical maturation as well as daily physical education activities that assist and support this major growth period.
6. a curriculum organization that clearly departs from the subject/class arrangement for a large portion of the day, i.e., interdisciplinary teaming, core programing, block scheduling with correlation.
7. an activity/laboratory approach for most instruction employing varied-size groups as instructional units ranging from single individual to a house or team or more than one hundred, where direct instruction is but one of several approaches to teaching.
8. considerable utilization of readily available and varied instructional media as part of a media centre which includes print and non-print media of all sorts which are easily accessible.
9. a developmental guidance program built on the classroom teacher in an advisor-advisee program together with guidance specialists to serve youth in this major period of growth and development. Each middle school student needs to have one adult who knows him or her fully and who has both the reason and the opportunity to express caring and to render support and assistance.
10. utilization of the community as an educational resource, involving students in community affairs particularly in some participatory manner.

11. a comprehensive program of evaluation and reporting to parents to include data on growth and development of individuals in cognitive, affective and psychomotor domains with provision for parents to be directly involved in the process.
12. a school-wide atmosphere of teacher-teacher, teacher-student, and student-student co-operation where genuine caring and concern for people is evident.

True, there are certain curricular advantages to placing some early adolescent students in the secondary school. Grade 7 and 8 programs are closely related to grades 9 and 10 through the Intermediate Guidelines. Shops and laboratories are likely to be better equipped in the secondary school than they are in the elementary school. This may, upon closer examination, be more overwhelming than educationally sound for young students with little or no experience to build on in these areas.

Thus, it would appear that the freedom to develop as a person through the adolescent years, with as little hindrance as possible beyond the demands of common sense and an ordered society, would best be achieved within the framework of the senior/middle school organization which presently exists in our system.

APPENDIX "D"

October 1, 1982

COMMUNITY CONCERNS SUB-COMMITTEE ASSUMPTIONS

1. The need to control cost must be given serious consideration.

2. The size of Hamilton's population will very likely remain substantially unchanged through the '80's.

3. Hamilton is a multicultural city with important social and economic differences which exist among different areas within the jurisdiction of the Board of Education.

4. There is a continuing need for secondary schools to provide community services other than classroom instruction during the 1980's.

5. During a period of growth, Hamilton residents have traditionally been accepting of the re-organization and relocation of secondary schools -- although there never has been a true composite secondary school closure.

6. Trustees and the public should be involved early in the process of a general city-wide inquiry on the effects of declining enrolment.

7. Some current literature warns that much of the cost savings expected to result from school closure do not materialize.

8. School closure should be considered as only one of a number of solutions which a school review may produce.

REPORT OF THE SUB-COMMITTEE

ON

COMMUNITY CONCERNS

Index:

OCTOBER, 1982

I. FINANCIAL FACTORS

CONSIDERATION (1): TEACHER SALARIES

By September 1985, over 90% of secondary School teachers will be at maximum salary.

CONSIDERATION (2): PROVINCIAL FUNDING

Provincial funding has declined from 48.3% in 1975 to 33.5% in 1982

CONSIDERATION (3): AGE OF TAXPAYERS

By 1985, over 16%, or one in six, Hamiltonians will be senior citizens over the age of 65.

CONSIDERATION (4): ENROLMENT AND EXPENDITURE

YEAR	ENROLMENT	TOTAL COST	PER STUDENT COST
1975	18667	$38,491,376	$2062
1976	18710	$42,988,135	$2297
1977	17942	$45,688,931	$2546
1978	17748	$48,959,816	$2758
1979	17195	$50,867,991	$2958
1980	16545	$54,699,723	$3306

BASIC ASSUMPTION

(1) Along with the effects of declining enrolment, the need to control costs must be given serious consideration in any study of the future of secondary education in Hamilton.

II. SOCIOLOGICAL FACTORS

CONSIDERATION (1): POPULATION

1975	311,886
1976	312,162
1977	311,907
1978	307,964
1979	306,538
1980	306,640
1981	304,159
1982	308,052

CONSIDERATION (2): ETHNIC PROFILE

ASIAN	1.42%
BRITISH	57.32%
FRENCH	4.48%
GERMAN	4.73%
HUNGARIAN	1.79%
ITALIAN	11.37%
NETHERLANDS	2.04%
POLISH	3.50%
RUSSIAN	.18%
SCANDINAVIAN	.50%
UKRANIAN	3.10%

CONSIDERATION (3): RELIGIOUS PROFILE

ANGLICAN	16.85%
BAPTIST	3.92%
GREEK ORTHODOX	2.70%
JEWISH	1.00%
LUTHERAN	2.54%
PENTACOSTAL	.90%
PRESBYTERIAN	9.16%
ROMAN CATHOLIC	36.29%
SALVATION ARMY	.65%
UKRAINIAN ORTHODOX	1.22
UNITED CHURCH	16.75%
NO RELIGION	4.07%

CONSIDERATION (4): EMPLOYMENT PROFILE

PRIMARY INDUSTRIES	.70%
MANUFACTURING	36.38%
CONSTRUCTION	6.24%
TRANSPORTATION & COMMUNICATION	4.96%
TRADE	14.24%
FINANCE, INSURANCE, REAL ESTATE	3.78%
COMMUNITY, BUSINESS, PERSONAL SERVICE	23.88%
PUBLIC ADMINISTRATION & DEFENCE	3.58%

CONSIDERATION (5): VARIATIONS -- SAMPLE AREA PROFILES

	WENTWORTH-KENILWORTH BAY-MOUNTAIN	EAST MOUNTAIN	REGION
NUMBER OF FAMILIES	12815	9870	107080
NUMBER OF CHILDREN PER FAMILY	1.4	1.4	1.4
NUMBER OF SINGLE PARENTS	1735	795	11120
UNEMPLOYMENT RATE			
MALE	7.6	4.2	5.4
FEMALE	10.7	8.0	8.6
% OF POPULATION WHOSE FIRST LANGUAGE IS ENGLISH	23.3	84.3	79.2
% OF POPULATION WITH LESS THAN GRADE 8			
MALE	38.1	24.2	27.0
FEMALE	40.5	24.2	18.0
JUVENILES INVOLVED WITH THE LAW	1156	259	4162
FAMILIES ASSISTED BY CAS	96	27	598

The data in Considerations (2), (3), and (4) are derived from the 1971 census tract.
1981 census material will be available some time in early 1983.

CONSIDERATION (6): SOCIAL NEEDS IN THE '80s

We see a need for the community to develop appropriate services to deal with a host of social, familial problems. Today, with community rehabilitative programs, there must be a cooperative effort with school, social and health services. Some major issues schools and communities must deal with are:

- increase in adolescent pregnancies
- increase in adolescent suicides
- epidemic conern regarding "runner" -- 14 and 15 year olds refusing to live at home
- increase of family break-ups
- increase of students on welfare
- increase of child abuse
- increase of juvenile delinquencies

In order to cope with these community problems, services must be maintained in a cooperative community effort. The school, as a part of the community, may be the last "institution" that could provide not only a source of learning to a neighbourhood, but assistance at various levels of a student's academic life. It is therefore no real surprise that to remove such a resource from any neighbourhood or community may cause a variety of reactions and responses that in no way would be beneficial to any school system.

Based on the social needs of a community, which is involved in a process of deinstitutionalization, a small composite secondary school, therefore, appears to be a better model. We should then explore alternative ways to use the space that may be made available within the large school:

- day care, prenatal programs, infant care centres, etc.
- sharing facilities with elementary schools, trainable retarded programs and special education, Roman Catholic School Board
- facilities used by community resources (Public Health Clinics, Probation and After-Care, Out Patient Treatment Centres, etc.)
- parenting programs
- adult and senior citizen programs
- alternate educational programs

Social Planning Council of Metropolitan Toronto stated: "Neighbourhood school facilities and sites are the most important public resources which local suburban communities possess. Post-war suburban design focused on schools and their sites as public centres of community life". (Social Planning Council of Metropolitan Toronto, Planning Agenda for the '80's, September, 1980).

BASIC ASSUMPTION

(1) The size of Hamilton's population will very likely remain substantially unchanged until at least the end of the current recession.

(2) Regardless of the size of the population, major sociological component profiles indicate that Hamilton is a multicultural city with very important differences among areas within its jurisdiction.

(3) The social needs of the '80s will continue to make heavy demands on services being provided by the school system.

III. SCHOOL CLOSURE

CONSIDERATION (1): FROM NOW TO CLOSURE

Interim Measures Listed by Jackson Commission on Declining Enrolment:

- Adjust attendance area boundaries
- Supplement or upgrade programs in schools which do not meet the desired standards
- Relocate programs such as special education and French Immersion
- Alter existing school organizational structures
- Establish split grades
- Pair or twin schools
- Establish special purpose open enrolment schools
- Use vacant classroom space for other needs of the public or separate school system
- Share accommodation with another board
- Lock up surplus classroom
- Repatriate Grades 7 and 8 to their own schools
- Close schools

CONSIDERATION (2): DOES CLOSURE SAVE MONEY?

One of the few studies done on the question of financial savings was completed in the U.S. Richard Andres undertook a survey in 1974 of 60 school districts across the country. The survey covered large cities such as Atlanta, Georgia, as well as smaller municipalities. Of these 60 interviewed, 49 or 81.7% had already closed schools, and another 4 were planning to close schools.

When asked whether the school district actually saved money from the closures, a surprising answer was given.

50% indicated that there were in fact no savings. The causes for this varied but included such things as increased transportation costs, reduced school support, increased vandalism, and disruption of educational programs.

16.7% indicated that closing schools actually resulted in more money being spent than when the school was open.

33.3% calculated that they had saved money but far less than originally projected.

-- Bureau of Municipal Research:

School Closures: Are They The Solution?
(Civic Affairs: November 1980)

NOTE:

The 1974 Richard Andres findings must be handled with caution because:

(1) Both elementary and secondary schools were included in that study

(2) Both rural and urban districts were included

(3) No distinction was made between single-school and multi-school districts

CONSIDERATION (3): A CHECKLIST OF QUESTIONS

- At what enrolment figure should consideration be given to the possibility of closure?
- By what body should the review leading to an ultimate decision on closure be conducted?
- How many schools should be involved in such a review?
- How much money is a school under review generating from the province and local taxes versus its operating costs?
- Has the school under review been offering good quality education?
- To what schools can students be transferred?
- What do enrolment forecasts indicate about the future size of the student population in the area served by the school under review?
- What will the effect of closure be on this neighbourhood?
- What will be the rate of student drop-off and transfer?
- What will be the true cost effectiveness of closure?
- What other schools will be affected by the closure?
- What can be done in terms of class-size reduction and innovative distribution of teaching staff?
- What should be done with the closed facility?
- What are the transportation requirements?

CONSIDERATION (4): AMERICAN EXPERIENCES

School Closings

Some important items to remember as you consider school closings are cost savings, criteria for closure, neighborhood impact and alternate use or sale of the building. Savings from closings rarely approach those heralded by school departments. Most school systems find that evaluation of projected savings after a three to five year period show little if any actual savings. Although maintenance of unused space is expensive -- it is estimated at $2.00 per square foot in the Northeast -- leasing and reallocation of space for administrative offices or special programs can take up the slack. Reassignments do not always reduce costs either. Teachers and administrative staff make the transition with the reassigned students or are absorbed elsewhere in the district. Costs of transportation may increase and often programs and teachers are added to service the increased population in the remaining schools.

Professional educators and school boards have too often used age of facility to determine which school to close. This is not acceptable to the neighborhoods affected. It says nothing about the quality of education within that school, as the Lexington Educational Program Study Committee report and the experience of the Ventura school clearly show. Parents often oppose a closing based solely on age of facility even when they accept the need for some closings.

It is important to understand the importance of neighborhood schools to their communities. Few want their school closed and their children bused out of the neighborhood. The extent of many neighborhoods' defense of their schools has shocked many. These case studies and recent history show that, in the absence of community understanding of the educational reasons for closing schools, disruption, resistance, hostility and even violence may result. The cases also show that communities can accept the decision to close their schools if they are convinced it will benefit their children. The Citywide Parent Advisory Council (CPAC) parents in Boston and Henry Der of Chinese for Affirmative Action in San Francisco both felt their communities would have accepted closure had the reasons been educationally sound. The cases certainly make clear that communities should not close schools like California's John Swett and Ventura, schools with unusual multicultural programs which make them magnets for the entire community.

Schools chosen to be closed are usually in neighborhoods with the least political clout. These neighborhoods can least afford to lose their schools; they often serve as community meeting places and adult education centers. Where schools have been closed in these less stable and usually poorer communities, there is evidence that neighborhood businesses are hurt, that the sense of community and minority identification is weakened, and that those who can afford to move do so, thus ensuring further decline.

When closing schools, you must also consider what to do with the facilities to be closed. Will they be moth-balled or sold? Mothballing -- closing pending further use -- can cause problems: the building can depreciate rapidly; shutdowns can be costly; and the building is likely to be vandalized. It is an eyesore and constant reminder to the neighborhood that it was not valued.

Marketability is the main factor in selling a facility. Old buildings in the center of town have far less commercial value -- unless they have unusual architectual or historic value like the Hancock school in Lexington, Massachusetts and the Willard school in Berkeley -- than newer buildings, most of which were erected in the sixties to meet the baby boom. The newer buildings tend to be located in outlying areas near highways. Marketable features such as air conditioning, large lots, parking and athletic facilities make them attractive to commerical developers. The land could even be used for housing developments which might increase school enrollments. School boards and communities are often reluctant to part with modern buildings for which they are often still paying, but these are more marketable. The Skokie case study dramatizes how crucial it is to consider marketability early, before a decision has been made to close a particular school.

B. Wachtel, B. Powers: Rising Above Decline. Institute for Responsive Education. Boston. 1979

CONSIDERATION (5): THE ETOBICOKE EXPERIENCE

GENERAL POLICY AFTER 1979

Etobicoke's policy shifted from one designed to implement closure to one that required a review.

REVIEW COMMITTEES

(1) Process: 1972-1979

(a) Controller of Planning & Plant collects data and prepares recommendation to close a school;
(b) Executive Committee of administrators prepares a report;
(c) Executive Committee informs superintendents of its decision and prepares a recommendation to the Board;
(d) The Board passes or rejects a motion to close the school;
(e) An Advisory Committee consisting of 1 regional superintendent, 1 associate superintendent of supervision and personnel, the school principal, 1 teacher, 5 parents, and the principals of concerned schools is established to carry out the Board's decision.

(2) Process: 1979 -

(a) The Etobicoke board adopted enrolment minima which would automatically trigger the start of a review process;
(b) Review process may also be launched at the recommendation of senior officials or the Declining Enrolment Committee;
(c) A review committee is established: 1 principal, 1-2 teachers, 3 parents, 3 residents with no children in the school, 2 trustees, 2 officials, and chaired by the director;
(d) The functions of the review committee are:

- study the impact of decreasing enrolment on program and students
- hold public meetings to disseminate and receive information and ideas
- recommend steps to assist the school
- recommend school closure if necessary
- recommend placement of students after closure
- present interim reports to the Board

CONSIDERATION (6): THE HAMILTON EXPERIENCE

YEAR	SCHOOL	REASON
1972	Central	School moved to new building
1976	Laurier	School moved to new location for more advantageous arrangement for students
1976	Southmount	Grades 9-12 students returned to neighbourhood schools
1984	Agnes Macphail	School to be combined with Ainslie Wood

BASIC ASSUMPTION

(1) School closure must be included as one of a number of possible solutions which such an inquiry may produce.

(2) If closure is contemplated, the need for such an action as well as the educational, community and financial pay-off must be clearly and thoroughly discussed among elected and appointive officials and the public.

(3) Consideration should be given to the establishment of a trustee or community task force to study the city-wide impact of declining enrolment long before the need arises to discuss the closing of specific schools.

IV. SUMMARY

A. Financial Factors

1. Along with the effects of declining enrolment, the need to control costs must be given serious consideration in any study of the future of secondary education in Hamilton.

B. Sociological Factors

1. The size of Hamilton's population will very likely remain substantially unchanged until at least the end of the current recession.
2. Regardless of the size of the population, major sociological component profiles indicate that Hamilton is a multicultural city with very important differences among areas within its jurisdiction.
3. The social needs of the '80's will continue to make heavy demands on services being provided by the school system.

C. School Closure

1. School closure should not be the starting point of the declining enrolment - rising costs inquiry.
2. School closure must be included as one of a number of possible solutions which such an inquiry may produce.
3. If closure is contemplated, the need for such an action as well as the educational, community and financial payoff must be clearly and thoroughly discussed among elected and appointive officials and the public.
4. Consideration should be given to the establishment of a trustee or community task force to study the citywide impact of declining enrolment long before the need arises to discuss the closing of specific schools.

V. Conclusion

The sub-committee on community concerns discussed the following areas:

1. impact of closure,
2. community school concept,
3. community education needs,
4. tax concerns

Within a limited period of time the committee compiled a vast amount of resource material. This material is available to interested parties through the committee chairman. The time constraints placed on the committee and the very nature of the topic made it difficult to file a comprehensive report. The topic is so complex that we feel that we have only "scratched the surface".

The value of a functioning secondary school within a neighbourhood is of primary importance to the community it serves. A problem arises as to how to define "neighbourhood" and "communities" as they presently exist in Hamilton. However, we feel that our basic assumptions are relevant.

APPENDIX "E"

October 1, 1982

ALTERNATIVE SCHOOL ORGANIZATIONS

Basic Assumptions

1. All present composite secondary schools should remain composite in nature.

2. All existing 9-12 community secondary schools should be retained.

3. Special service schools should be maintained or expanded to serve the whole city.
   * Maintain existing Grade 13 schools
   * Continue the policy of converting vocational schools to co-educational facilities
   * Maintain the French language school
   * Introduce an Alter-ed program at a downtown location for Grades 11 and 12

4. If SERP reorganization of the credit system requires 30 or 33 credits, with 6 Grade 13 credits included in the total, it will necessitate the return of Grade 13 students to all composite schools.

5. If SERP reorganization of credit structure requires 6 Grade 13 credits included in the overall 30 credits required for SSGD, then it may become necessary to semester all schools.

6. Schools should be grouped geographically to allow students access to all programs on a clustered basis.

7. In order to maintain the composite nature of our neighbourhood secondary schools, the present system of boundaries allied with a flexible policy of student transfer is appropriate.

8. Times of declining enrolment and increasing costs are not favourable to the establishment of specialized schools.

APPENDIX "E"

1982 09 20

SECONDARY SCHOOL STUDY COMMITTEE

Report Of The Sub-Committee On Alternate School Organizations

INTRODUCTION

The task of this sub-committee was to investigate different patterns of school organization in Hamilton. Such things as clustering, pairing of schools, boundaries, transportation, student mobility, specialized schools, integration of vocational and composite schools and the use of semestering as a form of internal organization were studied.

In approaching this study, the committee assumes three possible organizational models for Ontario education:

(1) the present model.

(2) S.E.R.P. reorganization on the basis of 30 credits including 6 grade 13 credits.

(3) S.E.R.P. reorganization on the basis of 30 credits plus 3 (3 Grade 13 credits in the 30 plus 3 additional Grade 13 credits).

There is also the possibility of a model containing 30 credits plus 6 Grade 13 credits. The committee feels this to be a remote possibility and thus did not develop a Hamilton organization to fit the model.

The committee recognizes the strong community feelings in Hamilton toward composite schools and wishes to emphasize the need for the composite model of organization.

PRESENT STRUCTURE OF HAMILTON SECONDARY EDUCATION - 1982

Facilities

- 9-12 schools (11)
- Grade 13 schools (2)
- Alter-Ed Grade 9 and 10 (1)
- Vocational (4 boys) (3 girls)
- 9-13 French school (1)

Organization

- Semestered (4)
  Non-Semestered (7)
- Grade 13 - 70/30
  - non-semestered/semestered
- Alter-Ed - quamestered
- Vocational - semestered (7)
- French Language - semestered
- Defined Boundaries - with flexibility
- Specialized Programs

RATIONALE

Following is an analysis of some of the constraints and strengths discussed under each topic.

Boundaries

The committee felt that open or closed boundaries would be possible in Hamilton. The following points were made:

- the traditional Hamilton method has been successful and allows flexibility for special program
- the geography of the city and its transportation system allows for open boundaries
- open boundaries would tend to create elitist schools in art, music, athletics, drama
- ALSBC is currently studying the boundary issue
- Halton is now returning to closed boundaries after experimenting with open
- fixed boundaries facilitate school program planning and staffing
- there is a traditional community school concept in Hamilton.

Pairing of Schools

The committee discussed the pairing of schools and arrived at the following definition:

"A semestered and a non-semestered school in close proximity."

Some benefits of this system would include:

- different entry points
- acceleration
- program completion
- combinations of programs
- individual needs may be better met.

Transportation and Student Mobility

City-wide transportation is effective in Hamilton. Public transportation allows students to move from school to school on a half-day basis. If students were to move on a period basis, private transportation would be necessary.

The alternate education committee recently investigated the potential of moving students from school to school and found in favour of using public transportation. H.S.R. was very positive in response to special travel schedules.

The use of a shuttle service is now in operation in Halton and in the London Board of Education. Full details of the London plan are available.

A one-day student ticket could be initiated by the H.S.R. to allow for student mobility at a reduced rate.

Specialized Schools

The committee defined specialized schools as "a school that has a particular curriculum focus, i.e., business education, technical education, school for the arts".

Points raised regarding specialized schools included the following:

- it narrows the program and curriculum for students
- specialized schools could become elitist or ghetto in nature
- Hamilton has traditionally been a composite school community
- it could be attractive to many teachers and students
- it could provide benefits for the gifted and talented
- selection procedures, though essential, would not be easily established
- Grade 9-10 schools and Grade 11, 12, and 13 schools were seen to have disadvantages:
  - need for additional shops, typing areas
  - program limitations for students who get behind
  - lack of mature student leadership
  - extra-curricular limitations.

Integrating Vocational and Composite

i.e.: Housing vocational students within existing composite buildings.

- concern was expressed for the self-image of vocational students in this circumstance
- small classes are needed and this becomes a problem in staffing
- a small population provides a better climate for vocational students
- individualized programs are a vocational necessity
- need for a greater variety of technical offerings
- vocational students require specialized teacher training
- personalized administration is very important in a vocational school

The report of the Committee on Occupational/Vocational Education in Secondary Schools in Ontario, 1981, stressed these findings:

1. The majority of vocational schools offered four years of basic-level courses (grades 9-12) while the majority of composite schools offered less than four years of basic-level courses.

2. Over two-thirds of vocational schools offered maximum opportunity for students to achieve some trades or service specialization whereas only one of the composite schools did so.

3. The vocational schools provided a substantially greater variety of offerings in trades and service courses in comparison with the composite schools.

4. In the composite schools, trades- or service-oriented courses were offered less frequently than life skills courses and the reverse was true in the vocational schools.

5. A higher percentage of vocational school students than occupational students in composite schools found their courses good preparation for the work they would like to do in the future.

6. The self-concept of students in the vocational schools was higher than it was for occupational students in composite schools. (More of the staff in the composite schools, compared with those in the vocational schools, believed that their students felt some stigma about being occupational students.)

7. Occupational students' participation in extracurricular activities was lower overall than that of advanced- and general-level students, but was higher in vocational schools than in composite schools.

8. The average number of days absent for occupational students in both types of schools was substantially higher than the provincial norm for composite schools.

9. More occupational students in vocational schools (17%) than composite schools (7%) graduated with an SSGD.

CONCLUSION

Based on the foregoing considerations, the sub-committee presents these models of organization for the Hamilton system:

1. Present Structure 2. S.E.R.P. "30" 3. S.E.R.P. "30 + 3"

FACILITIES

- Maintain 11 Composite schools
- Maintain 2 Grade 13 schools until combined enrolment reaches 750, then close one
- Introduce 11 - 12 alter-ed downtown location
- Reduce Vocational schools to 5 by co-ed conversion
- Maintain French Language School

FACILITIES

- Maintain 11 Composite schools for Grades 9-13
- Close H.C.I. Southmount remains for Vanier and possible elementary accommodation
- Alter-ed: 1 -- 9-10 school
  1 -- 11-12 school
- 5 Vocational schools

ORGANIZATION

- Semester Glendale or Churchill
- Cluster schools based on geographic areas
- All semestered schools and all non-semestered schools should have similar time schedules
- Investigate methods of sharing subject expertise
- Investigate various starting and ending times
- Investigate shuttle service for program maintenance
- Non-semestered schools to investigate two-day cycle

ORGANIZATION

- Semester all Grade 9-13 schools
- Cluster where possible
- Similar schedules
- Share subject expertise
- Starting and closing times should be investigated
- Shuttle service to maintain program

APPENDIX "F"

SCHOOL FACILITIES SUB-COMMITTEE REPORT

Introduction

School locations today reflect the distribution of students across the city in past years. In the light of today's demographic pattern a re-examination of school facilities to consider future needs has been conducted.

Three serious accommodation problems have emerged.

(1) The declining enrolment being experienced by the secondary schools in Hamilton will create a significant amount of surplus space.

(2) There are a few obsolete elementary schools in the city core that have been identified for possible replacement or renewal.

(3) The C. B. Stirling School on the east mountain has a serious overcrowding situation where the recently constructed permanent building is surrounded by 13 portables. The Ministry of Education has refused grants to expand the present school with a permanent addition. This problem needs to be addressed as soon as possible.

1. Projected Surplus Space and Possible Cost Savings

(a) The eleven composite secondary schools can accommodate an average* of 1300 students at today's standards of staffing and space requirements.

* Note: The range of accommodation is from a high of 1662 to a low of 1105.

(b) Another 1300-1400 students can be housed in the two grade thirteen schools assuming that G. P. Vanier students continue to be accommodated at Southmount.

(c) It should be noted that an average of 2 room(s) is allocated to non-composite secondary school students uses, e.g. nursery school, rooms set aside for upholstery classes, etc. This means that 600 student spaces do not exist and therefore are not considered as surplus space in this report.

PROJECTED ENROLMENT COMPOSITE SECONDARY SCHOOLS (Eleven)

Year	Total	Actual (Sept. 27)
1982		11 981
1983	11 156	
1984	10 621	
1985	10 311	
1986	9 982	
1987	9 776	
1988	9 454	
1989	9 235	
1990	9 182	

TABLE I: Research Services

POSSIBLE SURPLUS SPACES ACROSS 11 COMPOSITE SECONDARY SCHOOLS

Year	Surplus (Approx.)	Less (c)
1983	3 144	2 544
1984	3 679	3 079
1985	3 989	3 389
1986	4 318	3 718
1987	4 524	3 924
1988	4 846	4 246
1989	5 065	4 465
1990	5 118	4 518

TABLE II

Conclusion

The projections provided by Research Services indicate that the problem of surplus space is with us and that the trend to more surplus space is confirmed. The question that must be addressed is what to do about this. Do we view it as an opportunity to consolidate and perhaps save money? Perhaps we view it as an opportunity to use the space in a creative way and hence improve the quality and breadth of education while maintaining community schools. If we decide to consolidate we must be prepared to address the question of whether, in closing a composite secondary school, the system would lose students to other systems and the accompanying grants. If it did, any possible costs savings might be on paper only, more than offset by the loss in grant revenues.

SECONDARY SCHOOL

OPERATING COSTS (est.) -- 1982

Hydro	63 700	
Fuel	62 400	
Water and Sewerage	5 600	
*Building Repairs	70 900	
Landscaping and Garbage	2 200	
Caretaking Wages	215 200	
Caretaking Supplies	12 700	
		432 700

*Building Repairs:	RRM's	48 900	
	W.O.'s (47)	7 000	
	Painting (amortized over 6 years)	6 000	
	Boiler (amortized over 40 years)	2 500	
	Air Cond.(amortized over 20 years)	4 000	
	Roofing (amortized over 20 years)	2 500	
		70 900	

Operating costs of closed building (if not sold or demolished):

Fuel	21 000	
Hydro	2 000	
Repairs, etc.	10 000	
		- 33 000
		399 700

Salaries:	Administrative Assistant	24 000	
	Clerical (6)	86 500	
	Cost Savings of the Teaching Line for Each Head of Department		
	14 Heads of Department @ $7 000 per line	98 000	
			208 500
			608 200

Note:

1. The salaries of the principal $50 000, the vice principals (2) $89 000, and the responsibility allowances of the 14 heads of department, 7 assistant heads and 1 librarian, approximately $48 000, would not necessarily represent an immediate cost savings. Under the terms of the collective agreement these salaries and allowances would be "red circled". The individuals would be placed in the remaining schools. Over a period of time a cost savings would be realized.

2. This figure of $608 200 does not take into consideration any renovation or alteration if alternative uses for the building are found.

3. The $608 200 saving would be realized annually.

(2) Aging Elementary Schools

The building department has identified a number of elementary schools in the lower city that require renovation or replacement. Either alternative is costly but the problem must be addressed.

If one or two secondary schools are to be closed to effect cost savings then consideration should be given to utilizing these more modern buildings as new locations for combining elementary schools under one administration. While there would be costs associated with such a change, the dollar savings would be substantial. In addition, a careful combination of elementary students could result in more effective use of facilities such as grounds, swimming pool and sports fields.

(3) Overcrowding On The South Mountain

The C. B. Stirling School has a very serious overcrowding problem. At the moment over 300 primary and junior students must be accommodated in portable classrooms. The community has asked that a permanent addition be made to house all the students with no need to utilize portables. This request cannot be met. Suggestions that the grade 6, 7 and 8 students move to Highview Senior Public School have not met with the community approval.

The freeing of space at a secondary school in the south mountain area could provide room for a community senior public school for students from C. B. Stirling. Benefits of this alternative would be:

(a) the removal of portables from C. B. Stirling and the return of primary and junior students to permanent facilities.

(b) the creation of a new senior public school with its own principal, staff and students, on the south mountain.

PORTABLE -- COST OF OPERATION (1982)

Cleaning	43 weeks @ $25.00	$ 1,075
Repairs	$\frac{\$33\ 000}{61}$	540
Lighting	32 (50 W) x 10 hr. x 200 days x 4.2¢ + misc.	150
Heating	2 000 1. x $0.30	600
		$ 2,365/year

CONVERSION OF H.C.I. TO ELEMENTARY SCHOOL FACILITY

1. H.C.I. -- PRESENT FACILITIES

Classrooms	101, 102, 103, 104, 105, 106, 107, 114, 116 201, 202, 203, 204, 205, 211, 213, 215, 216 301, 302, 302, 305, 309, 311, 312, 313, 314, 315	28
Science	206, 207, 209, 212, 214 304, 306, 307	8
Music	316	1
Gymnasia		2
Library		1
Cafeteria		1

Proposed Facilities	Pupil Loadings (Ministry)	
2 Kindergartens (Rms. 102 & 106)	2 x 40 =	80
26 Classrooms (see above)	26 x 35 =	910
1 Library (Rms. 212 & 214)		---
2 Gymnasia		---
		990

Proposed maximum pupil loading -- 990 x 80% = 792

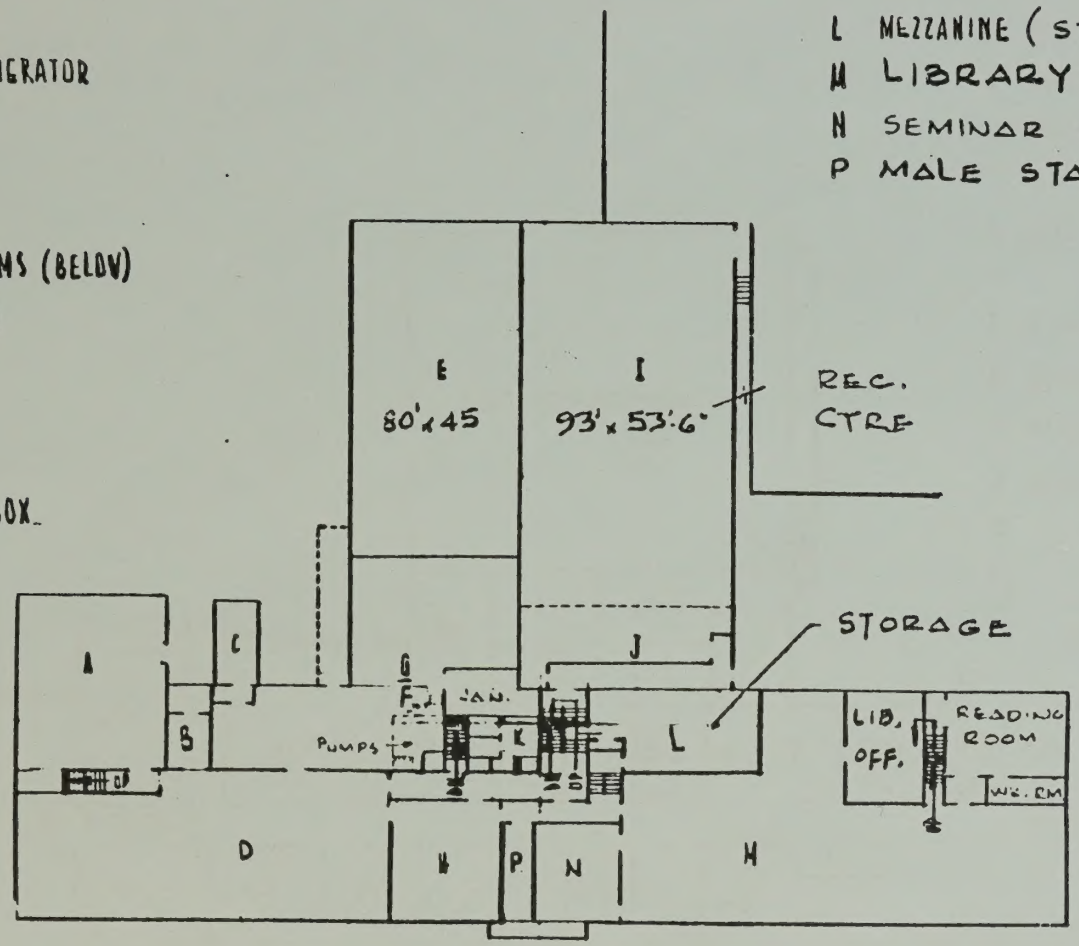
2. COST OF CONVERSION

2 Kindergartens renovations	$ 24 000
1 Library renovations	12 000
Lower chalkboards (new) and tackboards in 8 junior classrooms	20 000
Modify 710 lockers	5 000
Lower drinking fountains (7)	1 000
Modify stair railings	4 000
Modify gymnasium equipment	4 000
Miscellaneous renovations	20 000
	$90 000

1982 09 15

A FOOTBALL STORES
B HOT WATER BOILER & INCINERATOR
C ELECTRICAL ROOM
D CAFETERIA
E GIRLS GYM
F P.E. OFFICES & CHANGE ROOMS (BELOW)
G COMPRESSORS ETC. (ABOVE)
H KITCHEN
I BOYS GYM.
J BALCONY
K KITCHEN STORES + COLD BOX

L MEZZANINE (STORAGE)
M LIBRARY
N SEMINAR ROOM
P MALE STAFF WASHROOM



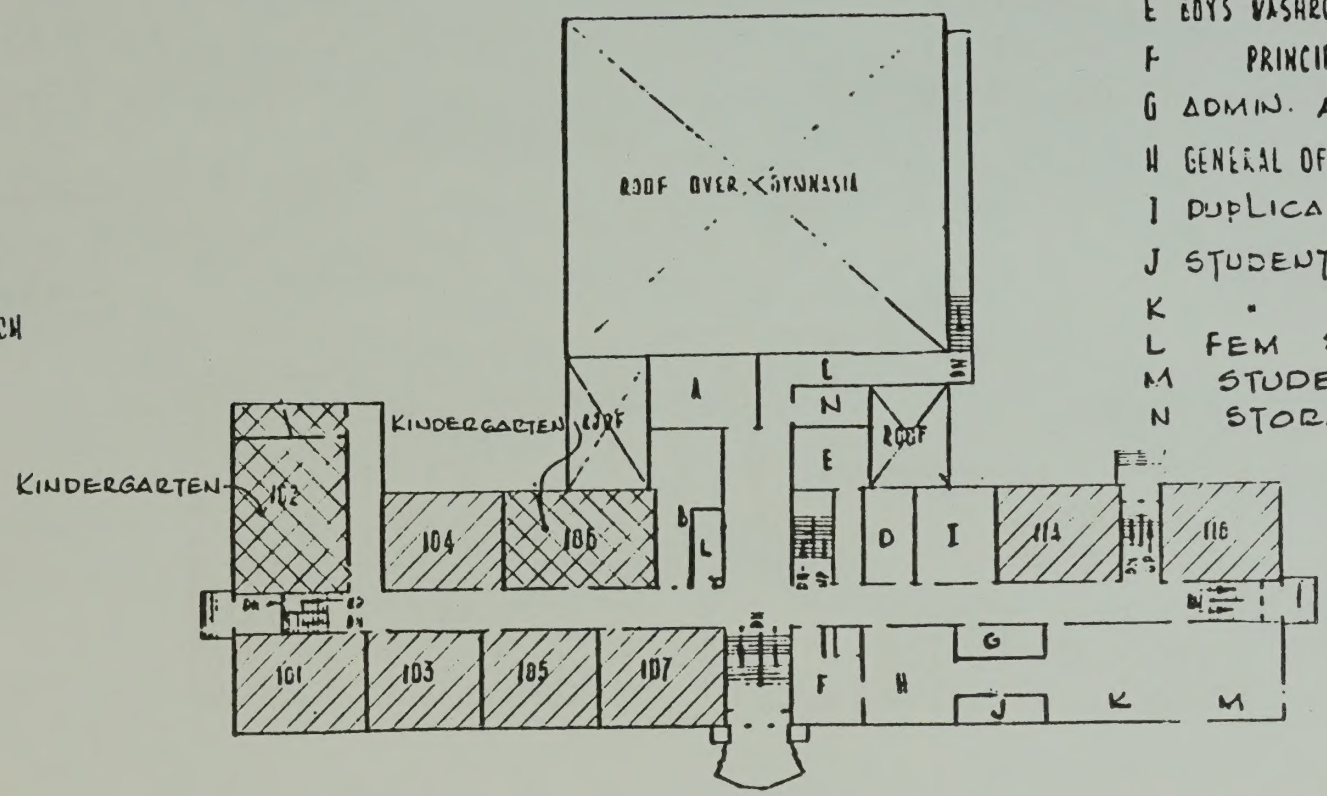
N

BASEMENT

H. C. I.

101 CLASSROOM.
102
103 CLASSROOM
104 "
105 "
106 "
107 "
114 "
116 CLASSROOM

A GUIDANCE CENTRE "B"
B GIRLS WASHROOM
C PASSAGEWAY TO WEST BLOCK
D BOOKSTORE
E BOYS WASHROOM
F PRINCIPALS OFFICE
G ADMIN. ASSIST.
H GENERAL OFFICE
I DUPLICATING
J STUDENT SERVICES
K " "
L FEM STAFF WASHROOM
M STUDENT SERVICES
N STORAGE

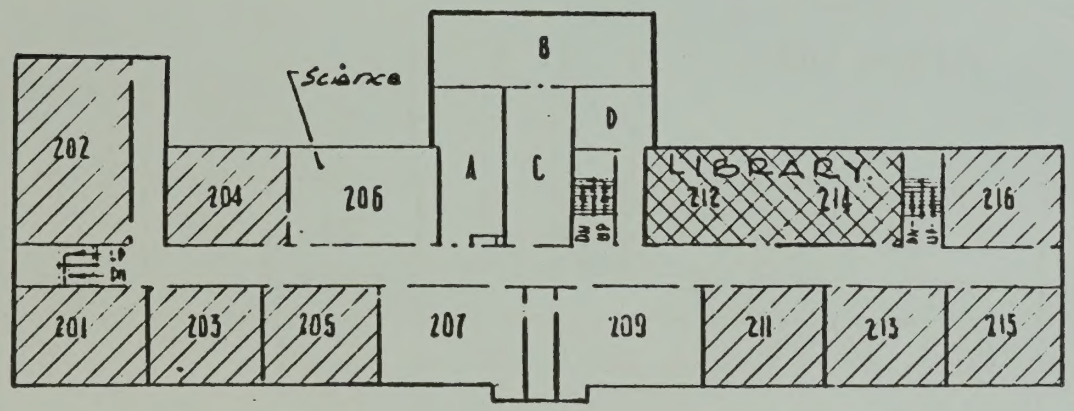


FIRST FLOOR

N

H. C. I.

201 CLASSROOM
202 "
203 "
204 "
205 "
206 PHYSICS
207 CHEMISTRY
209 "
211 CLASSROOM
212 PHYSICS
213 CLASSROOM
214 PHYSICS
215 CLASSROOM
216 "
A GIRLS' WASHROOM
B SCIENCE PREP ROOM
C RAMP
D BOYS' WASHROOM



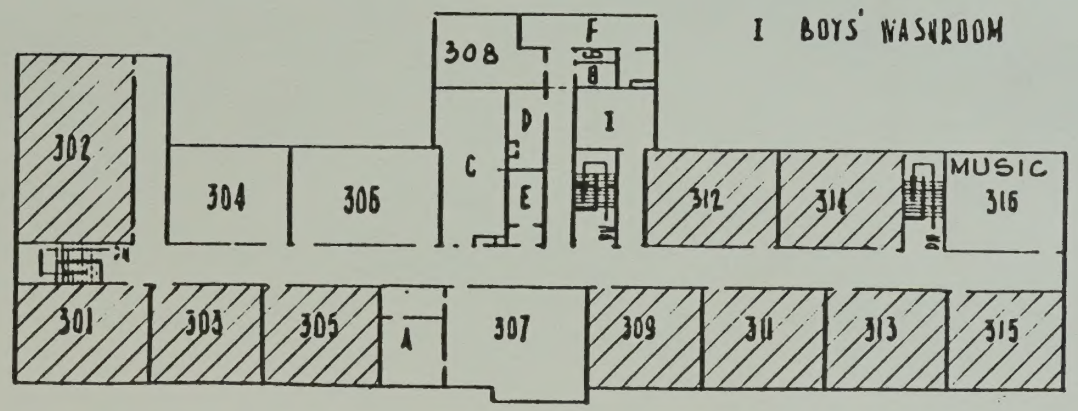
N

- SECOND FLOOR

H. C. I.

301 CLASSROOM
302 "
303 "
304 BIOLOGY
305 CLASSROOM
306 BIOLOGY
307 "
309 CLASSROOM
311 "
312 "
313 "

314 CLASSROOM
315 "
316 MUSIC ROOM.
A LAB STORAGE
308 ENGLISH OFFICE
C GIRLS' WASHROOM
D SCIENCE STORES
E CLEANING WOMEN
F STUDENT COUNCIL
G STAIRS TO FAN RM { FULL WIDTH ABOVE SC. STORES ETC
H CAMERA CLUB.
I BOYS' WASHROOM



N

THIRD FLOOR

H. C. I.

1982 09 22

H.C.I.

Proposal to close: Third floor
Basement cafeteria and library

Estimated savings:

Hydro	35% x $13 400	$ 4 700
Heating	35% x (½ x $30 000)	5 300
Water	35% x $7 000	2 500
Garbage		1 000
Caretaking Wages		34 200
Caretaking Supplies		800
		$48 500

ELEMENTARY SCHOOL

OPERATING COSTS (est.) -- 1982

Hydro	4 750	
Fuel	21 400	
Water and Sewerage	1 700	
*Building Repairs	11 850	
Landscaping and Garbage	900	
Caretaking Wages	54 970	
Caretaking Supplies	3 100	
		98 670
Salaries: Principal	43 500	
Secretary	16 000	
		59 500
		158 170

*Building Repairs:	RRM's	5 750
	W.O.'s (14)	2 100
	Painting (amortized over 6 years)	2 500
	Boiler (amortized over 40 years)	1 500
		11 850

Operating Costs of Closed Building (if not sold or demolished):

Fuel	8 500
Hydro	300
Repairs, etc.	4 000
	12 800

OPERATING COSTS (est.) -- 1982

	Example #1	Example #2
Fuel	10 800	15 500
Water & Sewerage	700	900
Hydro	3 870	1 700
Building Repairs	17 200	14 200
Landscaping & Garbage	800	700
Caretaking	53 980	40 730
Caretaking Supplies	2 300	1 400
	89 650	75 130

Therefore the closing of two elementary schools will save approximately $300 000.

APPENDIX "G"

October 1, 1982

STAFF SUB-COMMITTEE ASSUMPTIONS

Staff:

1. Declining enrolment, budgetary constraints, school closure and/or program consolidation increase teacher anxiety and undermine morale.

2. Our problem in maintaining the balance and vitality of school life will become more acute as a result of:

   * The increasing average age of the secondary school teaching staff
   * The diminishing intake of young teachers onto our staff
   * The imbalance in the proportion between male and female teachers

3. Problems resulting from an aging staff, curriculum modifications and cross-over teachers will add sufficiently to the workload of department heads to justify the continuation of this form of administrative organization.

4. The seniority system creates difficulties in retaining qualified staff and some incumbent department heads.

5. If schools continue to decrease in size, staff placement will become increasingly difficult.

6. If schools continue to decrease in size, a different formula for the allocation of administrative staff must be adopted.

7. A more uniform approach to teacher transfers is needed.

8. A significant number of positions of responsibility will become vacant in the 1990's as teachers presently holding these positions retire. Steps should be taken to prepare teachers to assume these positions.

9. Job sharing, part-time teaching and cross-over teaching are considered as preferable to sharing teachers between non-semestered schools.

10. "Pupil-teacher ratio", as a basis of staffing, does not adequately reflect teacher workload or a school's staffing needs.

11. The collective bargaining process is the proper vehicle for management to develop a more appropriate staffing formula for schools.

STAFF SUB-COMMITTEE REPORT

1. Underlying Theme

In a society which is experiencing major demographic shifts, changes in school organization are inevitable. The purpose of this report is to place some attention on the human element in the change process. It is felt that acceptable change will be initiated in many ways. Some initiative will come from the negotiation process between Federation and Board and will be reflected in the collective agreement. Other changes will be forwarded unilaterally by the Board and by the Federation. The major concern is that changes affecting the educational system must be acceptable to as many people as possible and the changes must be implemented with a minimum of disruption. Among those strategies and provisions which could be implemented to assist in improving relationships are the following recommendations.

Recommendations

(i) A system of teacher recognition and appreciation should be formally implemented to provide positive support.

(ii) Communication between teachers/school administration and trustees should be encouraged. Trustees should become more visible in the schools.

(iii) Remove as many as possible of the minor irritants of the teachers' jobs. Such things as routine clerical work, test typing, collating materials, insurance forms, ticket sales could be handled by school secretaries.

(iv) When special secondary school situations are reviewed by committees (Discipline Committee, General Program Student Committee) the recommendations of these committees should be implemented in the most positive method available.

(v) It is necessary for school administrators (heads, vice-principals, principals) to develop techniques of positive evaluation for the teaching staff. The competence of the vast majority of the teaching staff should be recognized and reported to those concerned.

(vi) School administrators (heads, vice-principals, principals) should be in charge of the development of positive morale. School administrators have the responsibility to understand the reasons for the necessary "tough decisions" and the responsibility to be supportive of them.

2. The Problem Of An Aging Staff

The problems of an aging staff in a board experiencing heavy declining enrolment fall into two time frames: problems of the short term and problems of the long term. These two sets of problems are very different and should be reviewed separately.

(a) General Problems Of The Short Term

The Hamilton Board of Education Secondary Staff has experienced a decline from 1971 to 1981 of 216 (1971: 1019, 1981: 803). These reductions have been, in part, at the lower end of the age group as resignations and retirements have not been replaced.

The result of this reduction has been an aging of the staff (average age omitting principals and vice-principals: 1978 - 38.8, 1981 - 42.1). Trend line analysis indicates that the average age of this staff would be above 52 in 1990. Some problems of an aging staff include the following: staff support for extra-curricular activities (assistance from community volunteers, timetable concessions, other perks or incentives), homogeneous role modelling (role models may come from outside the school), and lack of variability in staff social outlook ("stages of life" theory involving changes of interest through aging). As the staff ages, health will inevitably become a problem, the availability of well trained occasional staff becomes essential. As the staff matures, the problem of maintaining women on staff and in positions of responsibility will become more critical. It is clear that more females have higher seniority numbers than males in many subjects. In 1981, approximately 31% of the staff and 25% of the positions of responsibility were female. The female role will decrease from these levels. As the teaching staff undergoes these changes, smooth transition will be difficult. In order to assist with the transition the following recommendation is made.

Recommendation:

Aims and objectives for the teaching staff of the secondary school principal often do not correspond with those of the subject supervisor. Fuller discussion concerning staffing should be encouraged between these two groups.

(b) The Problem Of Positions Of Responsibility In The Short Term

In a situation of declining enrolment, needs for school administration do not decrease in a linear relationship to decline of pupil enrolment. It is believed that the role of department head may change but each department should have a leader to facilitate transition. New areas of concern for department heads will include supervision of crossover teaching, new strategies for the general level students, curriculum development for the 30 credit diploma, meeting the needs of the aging staff with health problems, and teacher/program evaluation. A concurrent problem of the short term remains to be adequately reviewed: how does the Board retain recognized leaders (heads of departments) who must be released because of conditions of the collective agreement?

Recommendation:

The current practice of appointing heads of departments in all major and minor subject areas should continue.

(c) Problems Of Staffing Procedures In Declining Enrolment

Decision making through centralized versus decentralized procedures may need to be reviewed in the declining enrolment environment. In addition, policy should be reviewed concerning mobility and transfer of staff: should teachers remain in one school or should staff be expected to move as a matter of routine every five to eight years? As schools become smaller, it is believed that staffing will become more difficult in terms of matching teachers' skills with available positions. In addition, staff transfers may not be as easily accommodated. If consolidation occurs, morale will be seriously affected. Jockeying for positions in the remaining schools for preferred teaching lines may be intense.

Recommendation:

If a school is closed, it is seen as desirable that decisions regarding initial staff placements are centralized. Further, direct personal communication is seen as essential in the process of closing schools.

(d) Problem Of The Longer Term

As the staff continues to mature large numbers of teachers will retire at approximately the same time. By the mid 1990's, experienced staff will not be present to provide a stabilizing influence in schools or a pool from which to draw appointments for middle and senior administration. The inability of large boards to bring on staff in the early 1980's will prevent a seasoned staff from developing in the mid to late 1990's. In September, 1982 over fifty percent of the staff is between 35 and 47 years of age and will have to retire between 2001 and 2012.

3. Observations And Comments Regarding Negotiations

(a) Clauses of the present collective agreement regarding maximum class size and teacher workload result from historical situations (of student needs, financial considerations and Ministry policy) which have changed in the past and which shall change in the future. Much cooperation is required on the part of Board and Federation representatives to keep the Collective Agreement relevant and appropriate to external changes.

(b) The relationship between seniority and redundancy contained many difficulties. The priorities of a teaching system are often quite different from the priorities of a local federation. Among these difficulties is the following: "How does a board retain essential teachers who are redundant while abiding by conditions of redundancy clauses in the collective agreement?"

(c) It is very clear that little discussion centres on the issue of program and curriculum development in the negotiation process. Negotiation objectives are often not in concert with quality education. Board and Federation may be on opposite sides on the issues such as work load, retention of positions of responsibility, preparation time, and financial objectives.

(d) Much thought is given by the Federation to objectives of the negotiation process. These goals are clearly stated by the Federation negotiation team before the process begins. The Board should specify its goals concerning the type of education it wishes to foster within the financial limitations of the community and the Board should use the negotiation process to encourage the attainment of these goals.

(e) Changing conditions within the secondary school will cause additional problems in staffing to meet diversified program requirements. Flexibility of management concerning staff deployment/redeployment, training/retraining of staff, and program preservation is becoming more constrained as enrolment declines.

4. Observations And Comments Regarding The Sharing Of Teachers

"Teacher sharing" may be described as a full time teacher working part time in two or more schools. It is expected that this type of position shall become more common as enrolment continues to decline. Because of the relatively compact geographical structure of the Hamilton Board of Education it is possible to organize this type of response to declining enrolment fairly easily.

(a) Among the advantages of teacher sharing are the following:

- teacher sharing permits more appropriate use of highly specialized staff in specific high skill areas,
- program may be preserved while maintaining a reasonable class size and work load,
- teacher sharing provides an alternative to crossover teaching,
- teacher sharing provides variety of experience unavailable in other organizations.

(b) Among the disadvantages of teacher sharing are the following:

- teachers will have difficulty participating in the extra-curricular activities and social programs of either school,
- in regular program schools, time is always lost for travel although in semestered schools, first half/second half timetabling eliminates this problem.

(c) Among the difficulties of administration for teacher sharing are the following:

- school timetables must match on timing and period sequencing,
- tight minimum class size requirements and teacher work load requirements become more difficult with travel time requirements,
- all subjects must continue to have the same amount of class instructional time.

5. Observations And Comments Regarding Teacher Qualifications

As redundancy clauses of the collective agreement begin to take effect, subjects such as Girls' Physical Education, Family Studies, Technical will see their more junior staffs reduced first. It is possible that some schools will experience severe depletion of staff in specific subject areas. It is true that Regulation 262 [20-(3a to 11)] permits some mobility of teachers to areas outside the area of initial qualifications but subject flexibility is restricted and often approved for a one year temporary letter of permission. Regulation 262 is very specific in prohibiting many types of transfers and caution is required in this regard. It must also be stated that brief courses in teaching methods may not be sufficient training for staff who are required to make major shifts in teaching fields.

6. Pupil-Teacher Ratio and Class Size

For many years, senior officials and federation representatives have felt that the pupil-teacher ratio as a statistic does not represent an adequate picture of working conditions in a school. It does not for example, reflect the composition of the student body in terms of basic/general/advanced program. Nor does the P.T.R. reflect remedial instruction. In addition, the P.T.R. does not recognize that some areas of the city require more counselling service for students (a higher number of unassigned staff). There must be an attempt to provide a more meaningful statistic for discussions with the public, the trustees and for purposes of the collective agreement which takes into account the broad variety of needs which are present from school to school and not reflected in the pupil-teacher ratio.

Recommendation:

(a) The current P.T.R., although an unsatisfactory measure of school organization, still indicates teacher work load. As enrolment declines, as schools are reorganized in response to decline and to S.E.R.P., it is very clear that P.T.R. must also decline.

(b) If the Ministry accepts the S.E.R.P. recommendation of a 30 credit O.S.S.D., the general level program will be made more difficult for many students nearing the end of their programs as they attempt to find meaningful, useful credits at a level of cognitive mastery compatible with their ability. Many small enrolment courses at the senior level will have to be carried. This extra load will demand a greatly reduced P.T.R.

APPENDIX "H"

October 1, 1982

PROGRAM SUB-COMMITTEE BASIC ASSUMPTIONS

1. All 9-12 secondary schools (excluding vocational schools) should follow the composite school model of organization.

2. Remedial programs in English and Mathematics are a necessary part of program.

3. Specialized grade 13 schools should remain part of the Hamilton system unless SERP recommendations suggest otherwise.

4. As enrolment declines, composite schools cannot support the present number of courses.

5. The present PTR formula for staffing is detrimental to maintaining program in small schools. A new staffing system should be devised that takes into consideration maximum and minimum class size.

6. All composite schools must maintain a core selection of subjects. A wider range of subjects must be maintained within a cluster of schools.

7. Current highly specialized programs should continue to be offered at individual schools; for example, Dental Assistants.

8. Viable methods of preserving courses are the use of open level courses, stacking of classes, and alternate year offerings. Each principal and staff should determine the most suitable methods.

9. When some courses must be eliminated, a review process must be established involving all staff affected.

10. Clustering of subjects is highly desirable as a method of sustaining senior programs among neighbouring schools. Effective use of clustering requires careful advance planning by area superintendents, school personnel, students and parents.

11. Summer school, evening school, correspondence courses and individualized study contracts are positive ways of maintaining program for students.

September 24, 1982

CONSTRAINTS

PROGRAMME

I. Composite Schools:

As schools decline in population their ability to offer a rich variety of program is invariably affected. While the specific enrolment required for program maintenance will vary from neighbourhood to neighbourhood, nevertheless points are reached where certain subject offerings no longer can attract sufficient students to justify a class in our present format and/or our existing PTR.

Smaller schools can be viable and at the same time greatly reduce their course offerings, but mainly at the expense of the non-compulsory academic subjects. Small schools, in fact, tend to become more generalist in nature with fewer specializations than the composite schools which we have known in Hamilton.

While we must accept the fact that our schools' population will shrink, we recommend that it not extend to allow the development of the academic collegiate. Composite schools, we believe, have the following advantages:-

- Greater first-hand awareness for students of wider educational opportunities.
- Greater flexibility for students to change program as their needs become more established.
- Greater opportunities to counteract the elitism of the academic collegiate, the "labelling" of students and the reinforcing of stereotypes which are sexual, cultural and economic -- and instead, to foster a better understanding of others.
- Fewer difficulties with transportation arrangements and school boundary changes.
- Composite schools have become well established with a high level of acceptance in Hamilton.
- Retention of a composite program also will retain the concept of the community school which we consider to be an important feature of our Hamilton system.

We recommend, therefore, that we retain the concept of the composite school in Hamilton -- and that this be understood to represent a school which must provide:-

(a) a full Grade 9-12 preparation for post-secondary education

(b) vocational programs for the world of work

(c) personal enrichment and leisure activities

A minimum remedial program must be maintained in all composite schools. The staffing formula must take this into consideration. This program would consist, at least, of MA131 and 231, and 3 remedial credits in English. (The "LD" program would be considered for this purpose as "remedial".)

Breadth of program is maintained at the grade 13 level optimally in specialized schools. Without specific knowledge of S.E.R.P.'s recommendations, we recommend a continuation of the specialized grade 13 schools.

Basic Assumption:

1. That all Grade 9-12 secondary schools in Hamilton offering General and Advanced courses (excluding the Vocational Secondary Schools) follow the composite school model.
2. A minimum remedial program of MA131 and 231, and three remedial credits in English must be maintained in every composite school.
3. That the specialized grade 13 schools be maintained.

II. Consolidation of Program

A wide breadth of program is one necessary attribute of composite schools. As enrolment declines, it becomes economically difficult to sustain this breadth.

Creative ways must be found which will enable us, within our economic constraints, to offer as much of our present program as possible.

With too many course options being offered to students, many courses end up with insufficient enrolment. Students must be advised to re-select other options -- but at a time when their other choices may now be closed out with full classes. This second round of option selections is administratively difficult and one which creates poor public relations with the student and parents.

Pressure is created in small schools, therefore, to reduce the potential for cancelled classes, and yet to retain as much of the program as possible. This can be accomplished through a variety of ways, namely:

(a) Open Level Courses
(b) Stacking
(c) Alternate Years
(d) Elimination of Courses
(e) Clustering
(f) Individualized Program

Basic Assumptions:

1. That the number of course codes offered in smaller schools must be reduced from the present.
2. That PTR and staff loading formulae must be reduced to help sustain program as much as possible.
3. That a minimum class size must be established for all courses which determines that a class shall run.
4. That consolidation take place in a planned and coordinated way in advance of student option selection.
5. That, if a school cannot maintain the subjects in Table I... and/or, if the schools in an area cannot maintain the subjects in Table II...
   an area/program review process will be initiated.
6. That rather rare program specializations as listed in Table III continue to be offered at some location(s) in the city.

(a) Open Courses:-

Small class enrolments in certain subjects, combined with pressure to reduce the variety of course offerings, result inevitably in the combining of General and Advanced level courses to create "open" courses. We see this trend growing, for it allows at least the existence of a valued subject to continue. Unfortunately the result is a form of hidden "stacking" which has created significant failure rate problems for the "general level" student. We see a strong need to review the curricula for these courses and see that they are designed and implemented so as to meet the heterogeneous needs of the students involved. Some significant progress has been made in this area in some open courses.

Basic Assumptions:

1. That "open level" courses be implemented as one way to reduce the number of course offerings -- but only if they can be shown to meet certain design criteria; that is, that the teaching strategies and evaluation methods are developed to meet the wide range of student needs in the course.
2. That the Composite School Curriculum Committee be considered as an appropriate review agency to recommend on the suitability of a course meeting these criteria.

(b) Stacking:

One of the initial alternatives to consider, before a school drops particular course codes, is the "stacking" of courses. This might be effected by:-

- combining two different subjects (eg. - "People and Politics" and "World Religions.")
- combining two different grades of the same subject
- combining two different levels of the same subject (eg. - Advanced and General)
- combining single option students with specializing students in the same subject (eg. - Auto Shop "literacy" with Auto Shop "specials")
- and various combinations of the above possibilities.

This procedure has some disadvantages:

- It is extremely difficult to offer the same quality of education to the student as in the unstacked class. It frequently leads to student and teacher frustration, and often to compromises in the course objectives and content.
- It doubles the lesson preparation and increases the teacher's marking and teaching load.

Stacking, however, has been with us for some time, especially in the Technical area where it has the strong support of the Department Heads -- for it has the one strong advantage to allow a subject to live, and a student to pursue his/her interest, where otherwise it may not be possible. The disadvantages of stacking might be reduced by:

- Recognizing that it applies more appropriately to certain subjects than to others.
- (eg. - to courses which are activity or project oriented, and where individualized or small group processes are typical.)
- Combining classes of such low numbers that the resulting combination is also sufficiently low -- so that it recognizes the increased teaching difficulty created.
- Allowing stacking decisions to remain at the school level -- to have the flexibility to recognize, for example:
  - that certain teachers are more adept than others at coping with the demands of a combined class.
  - that the longer period time-frames of some schools are more appropriate to facilitate individualized teacher contact than the short periods of other schools.
  - that the voluntary support of the subject teacher in stacking is a strong factor in the course's success.

Basic Assumption:

1. That stacking be considered before courses are eliminated.
2. That consideration include attention to:
   - the nature of the subject and its methodology
   - the size of the resulting combined class
   - the capabilities and positive attitude of the teacher involved
   - the length of the school's periods

2. - the principal being assured that the curriculum needs of each individual group are being met.
   - staff development for teachers involved
   - additional space (eg. second classroom) may be required
3. That stacking of particular subjects be left, for flexibility reasons, to the decision of the local school.

(c) Alternate Years

Another possibility for consideration before a school eliminates a course or considers clustering, is the offering of certain courses in alternate years. In semestered schools this might occur through the pairing of two courses in the same subject:

eg.	SCIENCE	PY341 - this year
		CH441 - next year

or, two courses in different subjects:

eg.	HISTORY	HY351 - this year
	GEOGRAPHY	GE352 - next year

or, two levels of the same course

eg.	PY351 - this year
	PY341 - next year

Another possibility may be the alternate offering of a single subject, eg. Business Organization offered every second year. This procedure has some disadvantages:

- It could limit students on the verge of completing their program or graduating if certain required courses are not available at the appropriate time.
- It requires excellent advanced planning by students at course selection time.
- It requires coordination with neighbouring secondary schools conducting the same practices.

Providing courses in alternate years has many advantages:

- courses with low enrolments may continue to be run.
- overcomes the disadvantages of "stacking" incompatible classes.
- maintains teacher expertise as enrolments decline and staff are reallocated.

Basic Assumptions:

1. That alternate year course offerings be considered before courses are eliminated.
2. That consideration include attention to:
   - staff expertise when considering the pairing of courses
   - offerings of other neighbourhood schools
   - the needs of students close to completing diploma requirements
   - the effects upon other related subjects
3. That alternate year course offerings be decided by the local school.
4. That these decisions be reviewed each year.

(d) Elimination of Courses

Rationale:

Assuming that all permissable alternatives for the preservation of courses in a school (stacking, alternate years, etc.) have been exhausted, any further decline in enrolment must inevitably result in the consideration for elimination of courses from a school's offering.

Basic Assumptions:

1. If any course is to be eliminated in even one school it will be necessary to determine the best plan for making that course content available in the school, area or city to those determined to take it.
2. Decision making with respect to the elimination of courses should involve all staff who may be affected by the decision.

Recommended Steps In Decision Making In A School:

(i) Department Heads, in consultation with their teachers, decide on the order of priority for the preservation and elimination of courses; then discuss their conclusions with the Principal.

(ii) Department Heads meet with the Subject Supervisor to discuss the area and city perspective.

Recommended Steps In Decision Making In A School: (continued)

(iii) Heads bring their conclusions to their Principal for discussion and determination of final recommendation as far as the school is concerned.

(iv) Principals and Subject Supervisor meet with the Area Superintendent(s) to make a decision and recommendation at the area(s) level.

(v) When a recommendation is to be made beyond the area level, the Superintendent of Curriculum and Instruction would meet with the Area Superintendents and Subject Supervisors to make the decision.

(vi) Any change in course offering would be taken to the Secondary Curriculum Committee for ratification.

(e) Clustering

"Clustering" is the selective offering and operating of particular courses in certain area schools and the bringing together of students in an effort to ensure the continuation of serving the needs of students.

(i) Students who require no more than one half of their program out of their neighbourhood school would register in that school.

(ii) Students who require more than one half of their program out of their neighbourhood school would register in the other school.

Clustering has several advantages:

- A rich program may continue to be offered, if not entirely within the school, at least within the nearby area, thus preserving program specializations.
- Staffing can be coordinated to provide specialist teachers for the particular clustered subject(s).
- Reduces the cost of education.

While we view clustering as a necessity, it has some difficulties which must be minimized:

- Students are reluctant to transfer to another school and are more likely to drop the clustered subject.
- Teachers may not make students sufficiently aware of subject offerings at other schools.
- Parents may feel strongly that brothers and sisters should attend the same high school, rather than be subject to different time schedules and transportation patterns, and their attendant cost.

- Clustering is viewed as a major technique to maintain breadth of program. If these difficulties are not overcome and clustering does not succeed, there is increased need to initiate the school review process.
- Care should be taken to avoid the creation of specialized schools through clustering (eg. academic collegiate, technical or business schools).
- Clustering that is done "after the fact" -- that is, after students have selected their options and class tallies have revealed staffing difficulties -- will be conducted "under the gun" of staffing deadlines, with the inflexibility of short time-lines. There will be little opportunity to transfer teachers and so provide for the long-run strength of the program, to counteract the students' initial negative reactions, and to mesh positively with the enrolment and staff conditions for that subject in the neighbouring school.

For clustering to be effective and for difficulties to be minimized, we must:

- Plan and coordinate it well in advance, so locations of "clustered" courses are clearly shown in student handbooks.
- Consider common time-tabling arrangements, so that students can transfer to the receiving school for half days, or other fractional parts of the day -- but continue to "belong" to their neighbourhood school along with their friends.
- Promote the policy of clustering among our teachers as a more common alternative -- so that teachers see it as having a high profile, and that, through it, they are receiving students as well as sending them!
- Subject teachers and guidance personnel need to make students very much aware of opportunities in clustered subject areas.

<u>Basic Assumptions</u>:

1. There should be clustering of subjects, primarily among neighbouring schools.
2. All schools in the city will maintain the subjects in Table I each year regardless of enrolment

Basic Assumptions: (continued)

3. The subjects in Table II will be open for negotiation with a view to clustering when numbers in the subject warrant it -- but will be maintained within the geographical area.
4. Clustering will be planned in advance by the Area Superintendent -- negotiated among the principals concerned and the supervisors of the related subjects.
5. To sustain clustering school daily schedules must be compatible among sharing schools.
6. Centres currently offering clustering should be further investigated (eg. effectiveness of shuttle buses).
7. Investigation should be made into economic feasibility and Ministry Grant possibilities for shuttle bus service.
8. If the trend in student course selection changes, a school could request that a clustered-out course be returned to that school. To avoid frequent reversals, however, this step must be approved by the area superintendent.
9. Clustered subjects should be labelled as such in the student handbook. Grade 8 students and parents should be informed of this possibility.
10. Clustering should not occur at the grade 9 level and should be minimal at the grade 10 level.

(f) Individualized Program

Lost program may be partially offset through the following:

Summer School Credits
Evening School Courses
Ministry Correspondence Courses
Individualized Study Contracts

Basic Assumption:

1. These methods should continue to be used as the need arises.

APPENDIX "I"

RESEARCH DEPARTMENT SCHOOL ENROLMENT PROJECTIONS TO 1993 (from September 27, 1982

HAMILTON BOARD OF EDUCATION SECONDARY SCHOOL ENROLMENT PROJECTIONS

Approx. -- Data as of September 27, 1982 (Interim Forecast)

	ACTUAL ENROLMENTS		PROJECTED ENROLMENTS										
	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
Grade 8	2309	2303	2332	2220	2108	2112	2044	2013	2052	2008	2006	2102	1933
Grade 9	3388	3270	3146	3186	3033	2680	2897	2792	2750	2803	2743	2740	2871
Grade 10	3043	2835	2727	2624	2657	2530	2402	2416	2329	2294	2338	2288	2285
Grade 11	3368	3281	2846	2738	2634	2668	2540	2412	2426	2338	2303	2347	2297
Grade 12	2880	2856	2782	2413	2322	2234	2262	2154	2045	2057	1982	1953	1990
TOTAL	12679	12242	11501	10961	10646	10312	10101	9774	9550	9492	9366	9328	9443
Grade 13	1232	1467	1317	1283	1113	1071	1031	1044	994	943	949	914	900
TOTAL	13911	13709	12818	12244	11759	11383	11132	10818	10544	10435	10315	10242	10343
						- 330 (Vanier)				- 300			
						11053 (9 to 13 English Sp.)				10125			

TRENDS: (1) More kids are returning to school after dropping out.

(2) People who left the city are returning.

Research Services Department
Hamilton Board of Education
1982 09 27

STATISTICS

SECONDARY SCHOOL ACCOMMODATION

Example of School Enrolment Reallocation

Although several composite secondary schools have been considered as alternatives for closure, it is important to state that no composite schools have been designated for closure at this time. However, to illustrate the impact of any such closure on the remaining schools in the system, sample schools have been chosen so that numbers may be used to reflect the possible redistribution of enrolment.

Four alternatives are presented for consideration regarding Composite Secondary School Consolidation.

1. No change. Maintain the system as at present.

2. Close both H.C.I. and Southmount as Grade 13 schools.

3. Close one composite secondary school above the escarpment and one below the escarpment.

4. Close a combination of two grade 13 and two composite secondary schools.

Hill Park and Scott Park, because of their central location, have been selected as the examples. This choice was made in preference to choosing schools on the basis of enrolment projection or quality of facility. Hill Park and Scott Park therefore are chosen as examples only.

REVISED SECONDARY SCHOOL FORECASTS

TWO GRADE THIRTEEN SCHOOLS CLOSED

	ACTUAL			PROJECTED					Op. Cap.
UPPER CITY	1980	1981	1982	1983	1984	1985	1986	1987	
Barton	1137	1165	1134	1226	1200	1186	1169	1133	1334
Hill Park	1155	1072	1025	1036	984	959	938	884	1330
Sherwood	1169	1055	944	950	831	751	661	620	1494
Sir Allan MacNab	1229	1148	1075	1179	1123	1076	1091	1042	1566
Southmount	537	589	693	.	.	.	.	.	1321
Westmount	1147	1062	1034	1031	933	847	790	748	1062
TOTAL UPPER CITY	6374	6091	5937	5422	5071	4819	4649	4427	
LOWER CITY									
Delta	1222	1116	1092	1109	1089	1104	1101	1075	1777
Glendale	1204	1245	1233	1294	1267	1240	1222	1225	1278
H.C.I.	647	624	743	.	.	.	.	.	969
Scott Park	956	983	944	1006	988	968	931	1003	1581
Sir John A. Macdonald	1293	1263	1288	1222	1158	1058	1019	1004	1755
Sir Winston Churchill	1105	1030	990	944	888	843	800	797	1368
Westdale	1280	1232	1132	1253	1219	1170	1118	1079	1674
TOTAL LOWER CITY	7707	7493	7422	6828	6609	6383	6191	6183	
G. P. Vanier	346	327	351	354	352	362	364	363	
TOTAL CITY	14427	13911	13710	12604	12032	11564	11204	10973	

REVISED SECONDARY SCHOOL FORECASTS

TWO COMPOSITE SECONDARY SCHOOLS CLOSED

	ACTUAL			PROJECTED					Op.
UPPER CITY	1980	1981	1982	1983	1984	1985	1986	1987	Cap.
Barton	1137	1165	1134	1336	1315	1297	1288	1232	1334
Hill Park	1155	1072	1025	.	.	.	.	.	1330
Sherwood	1169	1055	944	1197	1071	1020	924	870	1494
Sir Allan MacNab	1229	1148	1075	1205	1154	1132	1155	1074	1566
Southmount	537	589	693	629	563	496	461	474	1321
Westmount	1147	1062	1034	1125	1033	938	876	838	1062
TOTAL UPPER CITY	6374	6091	5937	5492	5136	4883	4704	4488	
LOWER CITY									
Delta	1222	1116	1092	1367	1345	1393	1377	1366	1777
Glendale	1204	1245	1233	1218	1167	1188	1154	1186	1278
H.C.I.	647	624	743	658	696	592	579	525	969
Scott Park	956	983	944	.	.	.	.	.	1581
Sir John A. Macdonald	1293	1263	1288	1345	1267	1161	1121	1129	1755
Sir Winston Churchill	1105	1030	990	1139	1076	1018	964	990	1368
Westdale	1280	1232	1132	1245	1205	1162	1120	1085	1674
TOTAL LOWER CITY	7707	7493	7422	6972	6756	6514	6315	6281	
G. P. Vanier	346	327	351	354	352	362	364	363	
TOTAL CITY	14427	13911	13710	12818	12244	11759	11383	11132	

REVISED SECONDARY SCHOOL FORECASTS

TWO COMPOSITE SCHOOLS CLOSED

TWO GRADE THIRTEEN SCHOOLS CLOSED

	ACTUAL			PROJECTED					Op. Cap.
UPPER CITY	1980	1981	1982	1983	1984	1985	1986	1987	
Barton	1137	1165	1134	1455	1422	1402	1385	1339	1334
Hill Park	1155	1072	1025	.	.	.	.	.	1330
Sherwood	1169	1055	944	1328	1194	1122	1019	954	1494
Sir Allan MacNab	1229	1148	1075	1372	1306	1260	1270	1210	1566
Southmount	537	589	693	.	.	.	.	.	1321
Westmount	1147	1062	1034	1269	1149	1042	974	924	1062
TOTAL UPPER CITY	6374	6091	5937	5424	5071	4826	4648	4427	
LOWER CITY									
Delta	1222	1116	1092	1461	1438	1465	1456	1442	1777
Glendale	1204	1245	1233	1340	1322	1296	1275	1295	1278
H.C.I.	647	624	743	.	.	.	.	.	969
Scott Park	956	983	944	.	.	.	.	.	1581
Sir John A. Macdonald	1293	1263	1288	1406	1333	1220	1184	1179	1755
Sir Winston Churchill	1105	1030	990	1212	1146	1084	1027	1040	1368
Westdale	1280	1232	1132	1410	1372	1318	1260	1230	1674
TOTAL LOWER CITY	7707	7493	7422	6829	6611	6383	6202	6186	
G. P. Vanier	346	327	351	354	352	362	364	363	
TOTAL CITY	14427	13911	13710	12607	12034	11571	11214	10976	

SUMMARY OF SCHOOL FACILITIES

JANUARY 1983

87 Elementary Schools:

133 Kindergartens
124 Open-plan Classrooms
842 Standard Classrooms
25 Art Rooms
23 Home Economics Rooms
24 Industrial Arts Rooms
7 Mathematics Science Rooms
30 Music Rooms
27 Science Rooms
111 Special Education
77 Play-assembly Rooms
88 Libraries
5 Auditoria
7 Gymnasia
3 Pools
36 Basement Activity Rooms

14 Secondary Schools:

445 Standard Classrooms
6 Team Teaching
397 Special Education
15 Resource Centres
13 Auditoria
42 Gymnasia
4 Pools
15 Phys. Ed. Activity Rooms

7 Vocational Schools:

73 Standard Classrooms
5 Open-plan Classrooms
104 Special Education
2 Resource Centres
5 Libraries
6 Play-assembly Rooms
4 Gymnasia

4 Trainable Retarded:

34 Standard Classrooms
6 Special Education
3 Play-assembly Rooms

Portables:

52 Standard Classrooms
4 Double portables joined for Playroom

SCHOOL FACILITIES REPORT, JANUARY 1983

	Kindergarten	Open-plan Classrooms	Standard Classrooms	Art	Home Economics	Industrial Arts	Mathematics Science	Music	Science	Special Education	Play-assembly Rooms	Libraries	Auditoria	Gymnasia	Pools	Basement Activity Rooms
A. M. Cunningham	2	0	9	0	0	0	0	0	0	2	1	1	0	0	0	0
Adelaide Hoodless	2	0	15	1	0	0	0	1	1	3	2	1	0	0	0	1
Allenby	2	2	5	0	0	0	0	0	0	1	1	1	0	0	0	1
Bartonville *(2)	1	0	6	0	0	0	0	0	0	1	1	1	0	0	0	0
Bell Cairn Memorial*(2)	3	0	15	0	0	0	0	1	1	2	1	1	0	0	0	0
Bennetto	0	0	7	1	1	1	0	1	1	1	0	1	1	1	1	0
Binkley *(2)	1	0	4	0	0	0	0	0	0	0	1	1	0	0	0	0
Brantdale *(2)	1	0	6	0	0	0	0	0	0	0	0	1	0	0	0	2
Buchanan Park	1	0	8	0	0	0	0	0	0	2	1	1	0	0	0	0
Burkholder Drive *(2)	0	0	9	1	1	1	0	1	1	0	1	1	0	0	0	0
Cardinal Heights	0	0	10	1	1	1	0	1	1	1	1	1	0	0	0	0
Cecil B. Stirling	2	4	5	1	1	1	0	1	1	1	1	1	0	0	0	0
Centennial	4	12	8	0	0	0	0	0	0	3	1	1	0	0	0	0
Central	1	0	4	0	0	0	0	0	0	0	1	1	0	0	0	0
Chedoke	1	0	17	1	1	1	0	1	1	2	2	1	0	0	0	0
Comley	0	0	6	0	0	0	0	0	0	0	0	1	0	0	0	0
Dalewood	0	0	10	1	1	1	0	1	1	1	0	1	1	1	1	0
Earl Kitchener	2	0	19	0	0	0	0	0	0	0	1	1	0	0	0	2
Eastmount Park	2	0	12	0	0	0	0	0	0	2	1	1	0	0	0	0
Elizabeth Bagshaw *(1)																
Fairfield	1	0	9	0	0	0	0	1	0	1	1	1	0	0	0	0
Fernwood Park	2	0	7	0	0	0	0	0	0	2	1	1	0	0	0	0
Franklin Road	2	0	18	0	0	0	0	0	0	4	2	1	0	0	0	0
George L. Armstrong	0	0	9	1	1	1	0	1	1	0	1	1	0	0	0	0

	Kindergarten	Open-plan Classrooms	Standard Classrooms	Art	Home Economics	Industrial Arts	Mathematics Science	Music	Science	Special Education	Play-assembly Rooms	Libraries	Auditoria	Gymnasia	Pools	Basement Activity Rooms
George R. Allan	2	0	14	0	0	0	0	0	0	1	1	1	0	0	0	0
Gibson	2	0	15	0	0	0	0	0	0	2	1	1	0	0	0	2
Glen Brae	0	2	10	1	1	1	0	1	1	0	1	1	0	0	0	0
Glen Echo	2	0	12	0	0	0	0	0	0	1	1	1	0	0	0	0
Glenview *(2)	2	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Hampton Heights	1	0	12	1	1	1	0	1	1	3	1	1	0	0	0	0
Hess Street	3	10	4	0	0	0	0	1	1	2	1	1	0	0	0	0
Highview	1	0	18	1	1	1	0	1	1	2	2	1	0	0	0	0
Hillcrest	0	0	17	1	1	1	0	1	1	2	1	1	0	0	0	0
Hillsdale	4	12	1	0	0	0	1	0	0	1	1	1	0	0	0	0
Holbrook	2	4	8	0	0	0	0	0	0	0	1	1	0	0	0	0
Huntington Park	2	0	15	0	0	0	0	0	0	3	1	1	0	0	0	0
Inverness	2	0	7	0	0	0	0	1	0	3	0	1	0	0	0	3
J. Edgar Davey	3	12	1	0	0	0	0	0	0	2	1	1	0	0	0	0
James MacDonald	2	4	6	0	0	0	0	0	0	1	1	1	0	0	0	0
King George	2	0	11	0	0	0	0	0	0	4	1	1	0	0	0	5
Lake Avenue	2	6	10	1	1	1	0	1	1	4	1	1	0	0	0	0
Lawfield	1	0	10	1	1	1	0	1	1	1	1	1	0	0	0	0
Linden Park	2	0	12	0	0	0	0	0	0	1	1	1	0	0	0	0
Lisgar	2	0	14	0	0	0	0	0	0	2	1	1	0	0	0	0
Lloyd George	2	0	16	0	0	0	0	0	1	1	1	1	0	0	0	1
McIlwraith *(2)	2	0	6	0	0	0	0	0	0	2	0	1	0	0	0	2
Memorial	2	0	19	1	1	1	0	1	1	1	0	1	1	1	0	2
Mohawk Trail *(2)	1	0	5	0	0	0	0	0	0	0	0	1	0	0	0	2
Mountview	2	0	10	0	0	0	0	0	0	0	1	1	0	0	0	0
Norwood Park	1	0	15	1	1	1	0	1	1	2	1	1	0	0	0	0

	Kindergarten	Open-plan Classrooms	Standard Classrooms	Art	Home Economics	Industrial Arts	Mathematics Science	Music	Science	Special Education	Play-assembly Rooms	Libraries	Auditoria	Gymnasia	Pools	Basement Activity Rooms
Onteora *(2)	1	0	8	0	0	0	0	0	0	0	1	1	0	0	0	0
Parkdale	2	0	12	0	0	0	0	0	0	1	1	1	0	0	0	0
Pauline Johnson	2	0	12	0	0	0	0	0	0	0	1	1	0	0	0	0
Peace Memorial	1	0	17	0	0	0	0	0	0	1	1	1	0	0	0	2
Prince of Wales	2	0		1	1	1	0	1	1	2	1	1	0	0	0	1
Prince Philip	2	0	9	0	0	0	0	0	0	0	1	1	0	0	0	0
Princess Elizabeth	1	0	7	0	0	0	0	0	0	0	1	1	0	0	0	0
Queen Mary	3	0	23	1	1	1	0	1	1	3	1	3	0	0	0	2
Queensdale	2	0	7	0	0	0	0	0	0	4	1	1	0	0	0	0
Queen Victoria	2	0	10	0	0	0	0	0	0	1	1	1	0	0	0	0
R. A. Riddell	2	4	9	1	1	1	0	1	1	1	1	1	0	0	0	0
Red Hill	2	6	2	0	0	0	1	0	0	1	1	1	0	0	0	0
Richard Beasley	2	8	0	0	0	0	1	0	0	1	1	1	0	0	0	0
Ridge *(2)	1	0	5	0	0	0	0	0	0	1	0	1	0	0	0	1
Ridgemount	1	0	9	0	0	0	0	0	0	2	1	1	0	0	0	0
Robert Land	3	0	12	1	0	0	0	0	0	3	1	1	0	0	0	4
Rosedale	1	0	10	0	0	0	0	0	0	0	1	1	0	0	0	0
Roxborough Park	2	8	5	0	0	0	0	0	0	2	1	1	0	0	0	0
Ryckman's Corners	1	0	5	0	0	0	0	0	0	0	1	1	0	0	0	0
Ryerson	0	2	9	1	1	1	0	1	1	0	1	1	0	0	1	0
Seneca	2	8	5	0	0	0	1	0	0	1	1	1	0	0	0	0
Sherwood Heights	2	4	7	0	0	0	1	0	0	0	1	1	0	0	0	0
Sir Isaac Brock	2	8	1	0	0	0	1	0	0	0	1	1	0	0	0	0
Stinson Street	2	0	16	0	0	0	0	0	0	0	1	1	0	0	0	1
Strathcona	2	0	16	0	0	0	0	0	0	1	1	1	0	0	0	1
Thornbrae	1	0	8	0	0	0	0	0	0	2	1	1	0	0	0	0

	Kindergarten	Open-plan Classrooms	Standard Classrooms	Art	Home Economics	Industrial Arts	Mathematics Science	Music	Science	Special Education	Play-assembly Rooms	Libraries	Auditoria	Gymnasia	Pools	Basement Activity Rooms
Tweedsmuir	0	0	11	1	1	1	0	1	1	1	1	1	0	0	0	1
Union *(2)	0	0	4	0	0	1	0	0	0	0	0	1	0	0	0	0
Vern Ames	2	8	1	0	0	0	1	0	0	0	1	1	0	0	0	0
Vincent Massey *(3)	1	0	8	0	0	0	0	0	0	1	1	1	0	0	0	0
Viscount Montgomery	1	0	14	1	1	1	0	1	1	2	0	1	1	1	0	0
W. H. Ballard	2	0	22	1	1	1	0	3	1	3	0	2	1	3	0	0
Wentworth Street	2	0	11	0	0	0	0	0	0	2	1	1	0	0	0	0
West Avenue	2	0	8	0	0	0	0	0	0	1	1	1	0	0	0	0
Westview	0	0	11	1	1	1	0	1	1	0	1	1	0	0	0	0
Westwood	2	0	12	0	0	0	0	0	0	3	1	1	0	0	0	0
Woodward	2	0	6	0	0	0	0	0	0	1	1	1	0	0	0	0
	133	124	842	25	23	24	7	30	27	111	77	88	5	7	3	36

Portables 52 + 4 double units joined for Playrooms.

Special Education Rooms include:

Hard-of-Hearing, Limited Vision, Orthopaedic.

Basement Activity Rooms include:

Crafts, Film Room, Movie Room, Play-room.

*(1) Elizabeth Bagshaw School is housed in 53 teaching areas (including 2 Gymnasia) of Sir Wilfrid Laurier Secondary School.
*(2) Not used for school purposes.
*(3) Used for Senior T.R. School - 7 classrooms, Cafeteria & Bake Shop.

	Standard Classrooms	Team Teaching Complex	Special Education	Resource Centre	Auditoria	Play-assembly Rooms	Gymnasia	Pools	Phys. Ed. Activity Rooms
Secondary Schools									
Barton	30	0	26	1	1	0	3	0	0
Churchill, Sir Winston	26	1	29	1	1	0	2	1	2
Delta	39	0	32	1	1	0	4	0	2
Glendale	31	0	26	1	1	0	3	0	0
Hamilton Collegiate	29	0	8	1	0	0	2	0	0
Hill Park	28	0	28	1	1	0	4	1	0
Laurier, Sir Wilfrid *(1)	31	1	29	1	1	0	4	0	0
Macdonald, Sir John A.	33	1	38	1	1	0	3	0	2
MacNab, Sir Allan	31	1	33	1	1	0	3	0	2
Scott Park	36	1	29	1	1	0	2	1	2
Sherwood	33	1	31	1	1	0	3	0	2
Southmount *	32	0	22	2	1	0	3	0	2
Westdale	35	0	41	1	1	0	3	0	0
Westmount	31	0	25	1	1	0	3	1	1
	445	6	397	15	13	0	42	4	15

*(1) Used for elementary purposes

Special Education Rooms include:

Accounting, Art, Biology, Boys' Occupations, Business Machines, Chemistry, Clothing, Computer, Data Processing, Dental Assistant, Drafting, Electrical, Electronics, Girls' Occupations, Home Economics, Lecture, Machine Shop, Mathematics Lab, Merchandising, Motor Mechanics, Music, Office Practice, Physics, Refrigeration, Science, Secretarial Lab, Textiles, Theatre Arts, Typing, Unit Record Workshop, Welding, Woodwork.

Team Teaching Complex includes:

One Lecture Room (equivalent to 2 classrooms) and 4 Seminar Rooms (equivalent to 2 classrooms).

* G. P. Vanier uses 13½ classrooms, 11½ Special Education Rooms, 1 Library, 1½ Gyms, ½ Auditorium

	Standard Classrooms	Open-plan Classrooms	Special Education	Resource Centre	Libraries	Auditoria	Play-assembly Rooms	Gymnasia	Pools	Basement Activity Rooms
Vocational										
Agnes Macphail	10	2	14	1	0	0	1	0	0	0
Ainslie Wood	9	2	16	1	0	0	1	0	0	0
Albion	12	0	17	0	1	0	1	0	0	0
Briarwood	10	0	13	0	1	0	1	1	0	0
Caledon	10	1	14	0	1	0	1	0	0	0
Crestwood	11	0	15	0	1	0	1	1	0	0
Parkview	11	0	15	0	1	0	0	2	0	0
	73	5	104	2	5	0	6	4	0	0

Special Education Rooms include:

Appliance Repair, Art, Auto Body Repair, Auto Mechanics, Auto Servicing, Building Construction, Beauty Culture, Clothing, Crafts, Custodial Services, Drafting, Dry Cleaning, Food Preparation, Food Services, General Shop, Graphic Arts, Home Economics, Home Making, Hospital Services, Industrial Sewing, Landscape and Building Maintenance, Merchandising, Music, Science, Sheet Metal, Tailoring, Trowel Trades, Typing, Upholstering, V.I.P., Dining, Welding and Ornamental Iron.

Trainable Retarded *(1)										
Vincent Massey *(2)										
Eastview *(1)	10	0	2	0	0	0	1	0	0	0
Fairview	12		2				1			
Southview	12	0	2	0	0	0	1	0	0	0
	34	0	6	0	0	0	3	0	0	0

Special Education Rooms include:

Crafts, Home Economics, Home Care.

*(1) One portable at Eastview is not included in the above figures.
*(2) Vincent Massey School is listed under Elementary Schools.

Technical																
Sanitary engineering	10	2	16	0	4	0	0	0	1	0	0	0	0	0	0	0
Dietetic Food	7	2	16	0	0	0	0	0	1	0	0	0	0	0	0	0
Medical	15	0	12	0	0	0	0	0	1	0	0	0	0	0	0	0
Laboratory	14	0	13	0	0	0	0	0	1	0	1	0	0	0	0	0
Clinical	10	3	15	0	0	0	0	0	1	0	0	0	0	0	0	0
Occupational	21	0	17	0	0	0	0	0	1	0	0	0	0	0	0	0
Fashion	11	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0
	11	1	104	0	4	0	0	0	7	0	1	0	0	0	0	0

Special Education Home Training:

Audiology Library, Art, Auto Body Work, Auto Mechanics, Air Conditioning, Cutting Construction, Sewing Cabinet, Clothing, Design, Dental Services, Drafting, Dry Cleaning, Food Preparation, Home Services, Hospital Shop, Knight Aid, Home Economics, Home Nursing, Industrial Services, Industrial Sewing, Laundry and Dry Cleaning Maintenance, Horseshoe Pitching, Music, Science, Shoe Shop, Tailoring, Swimming, Training, Upholstering, V.I.P., Painting, Welding and Ornamental Iron.

Vocational Training Aids																
Vincent Service Aid																
Sanitary Aid	10	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0
Cashier	12		2						1							
Secretary	11	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0
	43	0	6	0	0	0	0	0	3	0	0	0	0	0	0	0

Special Counseling Services Included:

Courts, Home Economics, Home Care.

*1/2 One particle or fractive is not included in the above figures.
*1/2 Vincent Massey School is listed under Elementary Schools.

PORTABLE CLASSROOMS

		Total
C. B. Stirling	No. 8, 20, 26, 31, 36, 38, 46, 47, 50, 56, 67, 3, 69	13
Cerebral Palsy	No. 19, 20	2
Comley	No. 42	1
Inverness	No. 27, 32	2
James MacDonald	No. 9, 21, 22, 24, 35	5
Lake Avenue	No. 61, 62, 63, 64	4
Mountview	No. 16, 23, 68	3
Outdoor Education (G.R. Allan)	No. 2, 55, 59	3
Outdoor Education (Christies's Dam)	No. 45, 54, 65	3
Prince Philip	No. 33	1
R. A. Riddell	No. 11, 18, 34, 37, 39, 41, 51, 52, 66	9
Red Hill	No. 1, 25, 29, 57, 58	5
Richard Beasley	No. 15, 28, 40, 43	4
Vincent Massey	No. 17, 48, 53	3
Woodward	No. 6, 7	2
	Total Portables in System	60
	Standard Classrooms	52
	Double portables joined for Playrooms	4

1983 01 04

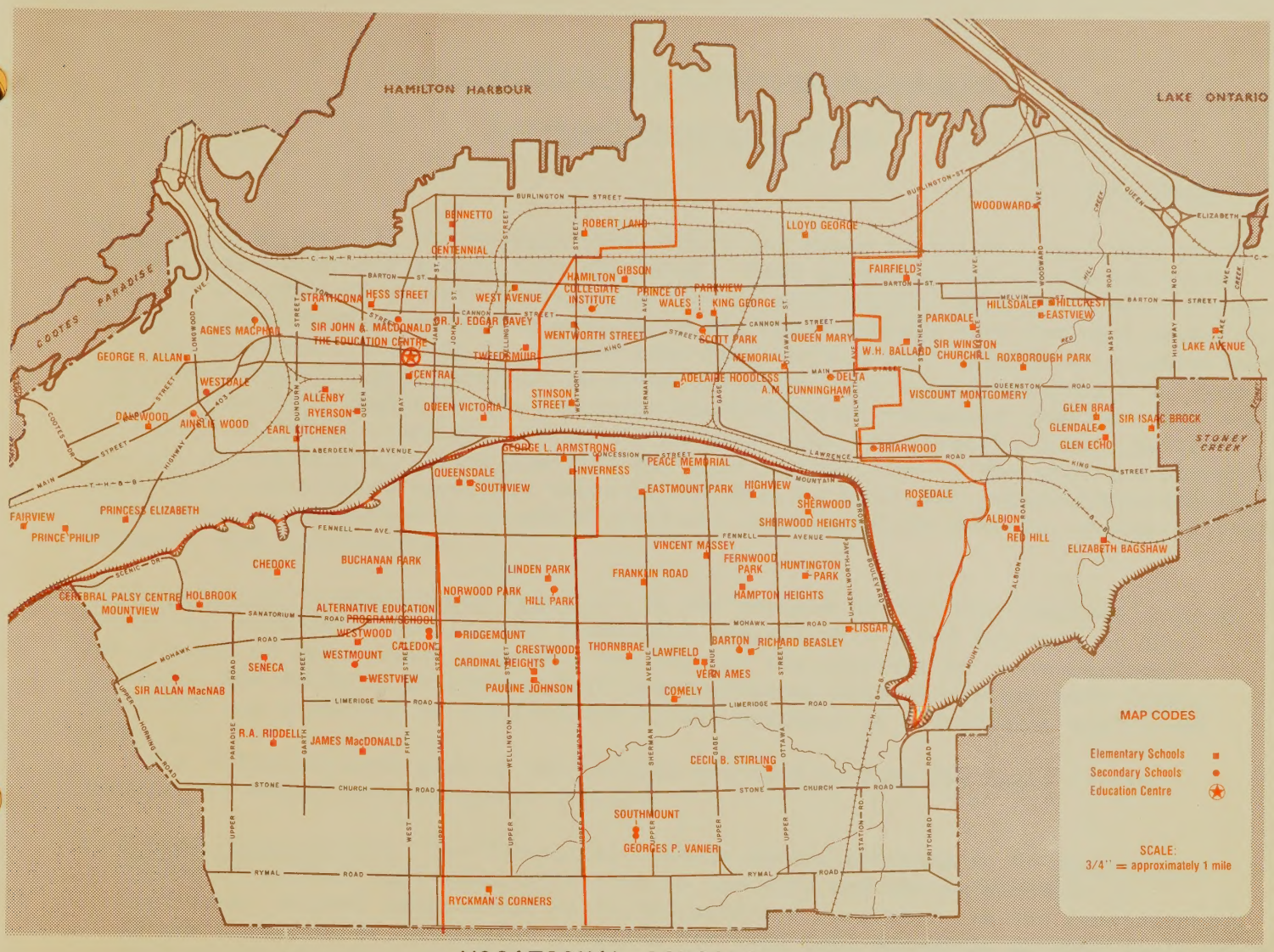
UNDEVELOPED SCHOOL SITES

NEIGHBOURHOOD	LOT AND CONCESSION	AREA IN ACRES
1. Chappel East and West	Lots 8 & 9, Con. 1 (Glanford)	10.00
2. Kennedy West	Lot 4, Con. 1 (Glanford)	10.00
3. Kentley	Lot 29, Con. 2 (Saltfleet)	6.00
4. Gershome	Lot 28, Con. 4 (Saltfleet)	8.84
5. Crerar	Lot 11, Con. 7 (Barton)	6.00
6. Kernighan	Lot 15, Con. 7 (Barton)	5.00
7. Gurnett	Lot 21, Con. 7 (Barton)	5.894
8. North Hannon	Lots 1 & 2, Con. 8 (Barton)	9.00
9. Templemead	Lots 5 & 6, Con. 8 (Barton)	17.623
10. Eleanor	Lots 7 & 8, Con. 8 (Barton)	9.00
11. Barnstown	Lot 12, Con. 8 (Barton)	9.00
12. Ryckmans	Lot 13, Con. 8 (Barton)	6.00
13. Mewburn	Lot 15, Con. 8 (Barton)	5.00
14. Falkirk East	Lots 19 & 20, Con. 8 (Barton)	19.585
15. Kirkendall South	Spruceside & Mapleside	.57
16. Falkirk West	Lot 21, Con. 8 (Barton)	6.00
17. Carpenter	Lot 2, Con. 1 (Glanford)	10.00
18. Randall	Lots 7 & 8, Con. 7 (Barton)	9.647
19. Albion Falls	Lot 34, Con. 7 (Saltfleet)	8.00
20. Kently	Lot 27, Con. 2 (Saltfleet)	5.00
21. Jerome	Lot 13, Con. 7 (Saltfleet)	27.748
22. Riverdale East	Lot 23, Con. 2 (Saltfleet)	8.438
23. Broughton East	Lot 12, Con. 1 (Glanford)	10.00
24. Sheldon	Lot 17, Con. 8 (Barton)	30.00
25. Albion Falls	Lot 1, Con. 7 (Barton)	5.61
26. Durand (Old Ryerson)	Lot 16, Con. 3. (Barton)	1.93

UNCULTIVATED ACRES, BATES

OWNER'S NAME	LOT AND DESCRIPTION	AREA IN ACRES
1. Dwight Bate and Wife	Lots 2 & 3, Con. 1 (Gilmorton)	10.00
2. Dwight Bate	Lot 6, Con. 1 (Gilmorton)	20.00
3. Dwight	Lot 29, Con. 2 (Smith/Ops)	0.00
4. Gordon	Lot 28, Con. 4 (Smith/Ops)	0.00
5. Gordon	Lot 31, Con. 7 (Douro)	0.00
6. Gordon	Lot 15, Con. 7 (Douro)	2.00
7. Gordon	Lot 21, Con. 7 (Douro)	3.874
8. Worth Hudson	Lots 1 & 2, Con. 8 (Douro)	8.00
9. Douglas	Lots 5 & 6, Con. 8 (Douro)	13.13
10. Gibson	Lots 3 & 4, Con. 8 (Douro)	8.00
11. Hutchinson	Lot 14, Con. 8 (Douro)	8.00
12. Jackson	Lot 14, Con. 8 (Douro)	8.00
13. Jackson	Lot 15, Con. 8 (Douro)	3.00
14. Smith's Lake	Lots 24 & 25, Con. 8 (Douro)	16.00
15. Lakeside Beach	Douro-Dummer & Otonabee	[illegible]
16. Phillip's Meat	Lot 31, Con. 8 (Douro)	8.00
17. Stevenson	Lot 2, Con. 1 (Gilmorton)	10.00
18. Sandell	Lots 3 & 4, Con. 7 (Douro)	8.00
19. Alston Dells	Lot 34, Con. 7 (Smith/Ops)	8.00
20. Sandy	Lot 27, Con. 2 (Smith/Ops)	2.00
21. Vacant	Lot 13, Con. 9 (Smith/Ops)	12.000
22. Kennedy Lake	Lot 23, Con. 2 (Smith/Ops)	8.000
23. Stoughton Lake	Lot 12, Con. 1 (Gilmorton)	10.00
24. Stanton	Lot 17, Con. 8 (Douro)	30.00
25. Alpine Dells	Lot 1, Con. 7 (Douro)	2.00
26. Sugarloaf (Old Tyrone)	Lot 16, Con. 3, (Douro)	2.00

VOCATIONAL SCHOOL REPORT



VOCATIONAL SCHOOLS

AGNES MACPHAIL, 100 Macklin St. N., L8S 3S1.....528-8995
K. R. Coltart (Miss), Principal

AINSLIE WOOD, 1015 Main St. W., L8S 1A7.....527-4401
E. Lowrey, Principal

ALBION, 350 Albright Rd., L8K 5J4.....561-1220
W. G. Horvath, Principal

BRIARWOOD, 1842 King St. E., L8K 1V7.....549-9722
M. J. Sager (Miss), Principal

CALEDON, 60 Caledon Ave., L9C 3C8.....388-2521
M. E. Kilby, Principal

CRESTWOOD, 50 Millwood Place, L9A 2M8.....383-3371
A. A. VanFleet, Principal

PARKVIEW, 60 Balsam Ave. N, L8L 6Y3.....545-5879
R. Zavitz, Principal

ALTERNATIVE EDUCATION PROGRAM/SCHOOL
60 Caledon Ave., L9C 3C8.....385-4144
O. M. Lawrence (Miss), Program Leader

Report to Director's Accommodation Committee

Vocational Secondary Schools

1982-10-26

Present Situation: At the present time, there are seven Vocational Secondary Schools in Hamilton (three for girls; four for boys). This situation has served the system well for a number of years. Declining enrolment will create, however, some difficulty in the provision of an extensive program in all seven schools over the next seven years.

In September, 1984, it is planned that Ainslie Wood will open as a co-educational vocational school (Agnes Macphail to cease operation as a vocational school in June, 1984). This will result in the remaining six vocational secondary schools operating in excess of 76% of capacity. It should be noted that the present seven schools are all sex-segregated making Hamilton the only jurisdiction in the province operating without co-educational secondary schools. It will be seen that future consolidation plans show a combination of co-educational and sex-segregated schools, thereby allowing students both alternatives.

Sex-segregated/Co-educational Schools: In the process of building Hamilton's seven vocational secondary schools, the Board gave considerable study not only to the development of appropriate programs, but also to the question of co-educational schools. The decision to proceed with sex-segregated schools was not made lightly. The Board was supported in its decision by the opinions of principals, staffs and officials.

The following were some of the reasons believed to form the basis of the decision to retain sex-segregated schools.

1. School Organization: The Vocational Schools should continue to be small units (300-400) so that individual attention to students and the development of individual student image would be facilitated and fostered. In the consideration of the provision of meaningful programs for both boys and girls in such small units, segregated schools seemed the better organization.

2. Program: In a segregated school, it was believed that a greater variety of shops would be possible than would be possible under a co-educational arrangement. For example, a school like Albion (Boys) could provide experience and training in up to 13 different shop areas; Briarwood could make provision for up to 10 shop areas for girls. Under a co-educational arrangement in either school, the number of shops available to either boys or girls would likely be considerably reduced, thus restricting the students' experience and training and, in the final analysis, their opportunities for employment.

3. Equal Opportunity for Girls: It has been recognized that, before the 1960's and the expanded program in the Vocational Schools in Hamilton, classes of girls who learned at a slower pace in the regular school program were given less than equal opportunity by way of an adapted program, appropriate facilities, and specially-trained teachers. It was the strong conviction of our Board that girls should have equal opportunity to this fine training - with schools in their own right, with appropriate training shops, with specialized staff, with concerned efforts on their behalf, and with the full opportunity to express themselves freely in a comfortable environment.

Vocational/Composite Combination: In some areas in the province, composite and vocational secondary school students are integrated in the same building. Headmasters in Hamilton have been opposed to this concept for a number of years. Recently, the Secondary School Study Committee re-affirmed such opposition. The key findings of the Occupational/ Vocational Education in Ontario Secondary Schools Report (a provincial research committee of the O.S.S.T.F., October, 1981) perhaps best illustrate why such opposition exists. Following are some of these findings:

(a) The majority of vocational schools offered four years of basic-level courses (grades 9-12) while the majority of composite schools offered less than four years of basic-level courses.

(b) Over two-thirds of vocational schools offered maximum opportunity for students to achieve some trades or service specialization whereas only one of the composite schools did so.

(c) The vocational schools provided a substantially greater variety of offerings in trades and service courses in comparison with the composite schools.

(d) In the composite schools, trades-or service-oriented courses were offered less frequently than life skills courses and the reverse was true in the vocational schools.

(e) A higher percentage of vocational school students than occupational students in composite schools found their courses good preparation for the work they would like to do in the future.

(f) The self-concept of students in the vocational schools was higher than it was for occupational students in composite schools. (More of the staff in the composite schools, compared with those in the vocational schools, believed that their students felt some stigma about being occupational students.)

(g) Occupational students' participation in extracurricular activities was lower overall than that of advanced and general-level students, but was higher in vocational schools than in composite schools.

(h) More occupational students in vocational schools (17%) than composite schools (7%) graduated with an S.S.G.D.

Conclusion: The accompanying chart outlines a possible consolidation plan from 1982-83 through 1988-89. It should be noted that further co-educational plans after Ainslie Wood-Agnes Macphail will depend to some degree on the evaluation of the existing school as well as the financial feasibility of a Crestwood-Caledon combination. Should co-education not be considered the best method of consolidation, it would seem logical that the number of schools be reduced by the closure of one of the boys' schools below the escaprment. This would result in one co-educational school, two girls' schools and two boys' schools by 1989. The Projected Vocational Enrolments which accompanies this report points out that the closure of either Parkview or Albion prior to 1987 could not be considered (i.e. between 250 and 300 male students to be distributed among the existing schools is not logistically possible).

PROJECTED VOCATIONAL SCHOOL ENROLMENTS

September 30, Each Year

	1980	1981	1982	1983	1984	1985	1986	1987
Agnes MacPhail	240	240	234	219	210	203	195	186
Ainslie Wood	262	240	246	228	219	212	204	192
Albion	364	363	379	343	329	318	306	293
Briarwood	375	349	368	336	323	311	299	285
Caledon	253	227	226	213	204	197	190	180
Crestwood	335	321	315	296	283	275	264	251
Parkview	289	301	336	292	280	271	261	248
TOTAL	2118	2041	2104	1927	1848	1787	1719	1635

Research Services Department
Hamilton Board of Education
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SCHOOL YEAR	STUDENT PLACES	PROJ. ENROL.	ANTICIPATED CHANGE	NO. OF SCHOOLS	COMMENTS
1982-83	2850	2104 (Actual)	Renovations to Ainslie Wood begin.	7	Co-Ed. Facility Committee continue to meet regularly (firm decision needed re "modified year for Ainslie Wood for 1983-84").
1983-84	2850	1927	Renovations to Ainslie Wood completed.	7	Final recommendations of Co-Ed. Facility Committee. Staffing decisions made by academic officials.
1984-85	2402	1848	Ainslie Wood opens as a Co-Ed. School; Agnes Macphail closes (Sept.)	6	Ainslie Wood able to accommodate all students from both schools.
1985-86	2402	1787	None	6	Evaluate Co-Ed. School re Future Consolidation (Caledon - Crestwood) Co-Ed. Facility Committee formed.
1986-87	2402	1719	Renovations to Crestwood begin.	6	Co-Ed. Facility Committee to meet regularly.
1987-88	2402	1635	Renovations to Crestwood completed.	6	Co-Ed. Facility Committee continue to meet regularly; final recommendations made; staffing decisions completed.
1988-89	2002	1604	Crestwood opens as a Co-Ed. School; Caledon closes (Sept.)	5	Boundaries will have to be looked at for all 5 schools.

NOTES:

(1) Consolidation plans and years suggested subject to projected enrolment accuracy.

(2) Co-Ed. Facility (Crestwood-Caledon) subject to positive evaluation of Ainslie Wood Facility plus Board approval.

(3) If all options for students are to remain open, only other consideration would be the closing of Parkview. (This would appear, at this time, to be unlikely).

(4) Enrolment forecasts incorporate eventual withdrawal of all Wentworth County Students.

D. Rothwell (82-10-26)